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Programs for February

There are three Birthdays this month, each one of which calls for special recognition from our organization. We unite to honor the Father of his country, who laid the broad foundation on which he who might be called its Elder Brother built his enduring monument, the proclamation of the brotherhood of man. These two great Americans believed in universal knowledge and in obedience to law, and they knew that these could come only through education. In our celebration of the third Birthday, that of the National Congress of Mothers and Parent-Teacher Associations, which stands for the education, not only of children, but of parents, let us pay fitting tribute to them in a program on:

Those Who Teach and What is Taught

For the High School

1. *Education's Responsibility for Parenthood.*
2. *Two Brief Articles on the Constitution.*
3. *Music and Art in Education.*
4. *Education. A Poem.*

For the Mothers' Club or Parent-Teacher Association

1. *Teaching Citizenship.*
2. *Parents and the School.*
3. *Teaching the Value of a Dollar.*
4. *Relation of School Life to Occupational Life.*

For the Pre-School Circles

1. *Teaching an Old-Fashioned Subject.*
2. *The Child in the Suite.*
3. *Building for Health.*
4. *A Year of Peril to Children.*

The "Questions for a Mother to Ask Herself" should be distributed to members of the Grade and Pre-School groups.

It is supposed that every Association will celebrate in some way the National Birthday, as suggested in the material from the National Office.

The President's Message

OUR TWENTY-SEVENTH BIRTHDAY

TWENTY-EIGHT years ago—on February 17th, 1897—the scattered forces of parenthood were first drawn together, organized and classified, and the welfare of children—just normal, healthy, everyday children—was recognized as a subject worthy of study and of action equally with that of the delinquent, the dependent or the defective in our midst. To the vision of Mrs. Theodore Birney we owe our existence to-day as a great force, 600,000 strong, standing for better children by means of better parents, and better teachers. All honor to her name!

With the increase of interest and belief in this movement has come also the missionary spirit, the wish to spread this new light wherever in our broad land there are children and teachers and parents, and here again the inspiration was not lacking. To one of our pioneer leaders, Mrs. David Mears, who formed the first State Branch in the great Empire State of New York, came the thought that the birthday of organized parenthood might be made the principal factor in its extension, by giving to every group already enjoying its benefits the opportunity of passing them on to those as yet unaware of them by sending to the Mother Congress a birthday present which should help to create annually a fund to be used solely for the purpose of reaching out into every community and planting a Mothers' Club or a Parent-Teacher Association where none had grown before.

In 1923 the State Branches sent more than four thousand dollars to demonstrate their conviction that what had been good for them would be equally good for others. As a result, seven new branches sprang forth on the great oak tree which stands for our National organization, and Louisiana, Minnesota, Nebraska, Oklahoma, South Carolina, West Virginia and Wyoming have brought the total to forty-six. Two states are still unorganized and some of the new ones are in need of further help until they have gained more strength. This is our ANNIVERSARY MONTH, and surely every group in every state is planning to do its share, not only to strengthen its work at home, but, in the spirit of wider fellowship which comes from the love for all children everywhere, that "common tie which should unite us in holiest purpose," to lend a helping hand in the completion of *our* United States, so that in 1925 we may have as many branches on our National tree as there are stars on the blue field of "Old Glory."

THE "TOWNER-STERLING" BILL

The Education Bill is again before Congress. It has been reintroduced in the Senate by Senator Thomas Sterling, of South Dakota, who sponsored the bill in the last Congress, and was presented to the House by Representative Daniel A. Reed, of New York, who takes the place of Horace Mann Towner, now Governor of Porto Rico. The bill will now be known as the Education Bill. It is S. 1337 and H. R. 3923. The bill has been referred to the education committees of the House and Senate, and the next step will be the public hearings by these committees at which the arguments for and against the measure will be presented.

A committee representing the twenty-one National organizations, including the Congress of Mothers and Parent-Teacher Association, that are supporting the bill, and headed by Miss Charl Ormond Williams, of the National Education Association, our National Chairman of School Education, recently called upon Senator Sterling and Congressman Reed to express appreciation of their championship of the measure. After appropriate talks by members of the committee, brief responses were made by Senator Sterling and Congressman Reed.

Senator Sterling said that he was greatly impressed by the rising tide of public sentiment in favor of the bill. He indicated that the reference in President Coolidge's message to the importance of removing illiteracy was one of many indications that public men are becoming aware of the seriousness of the Nation's educational shortcomings and of the necessity for larger educational opportunities if American ideals are to be maintained.

Congressman Reed said that he was pleased to have been chosen to sponsor the measure and promised to make every effort to obtain its early passage. "Our country can afford to practice economy in any department rather than fail in its duty to provide the necessary aid and facilities to insure every boy and girl a fair start in life," said Mr. Reed. "It is here that we touch citizenship at its source and fortify our Government against the ignorant, the venal, and the mischievous."

MARGARETTA WILLIS REEVE.

WHY IS THE AMERICAN CONSTITUTION GREAT?

United States Bureau of Education

GLADSTONE is said to have appraised the American Constitution as the "most wonderful work ever struck off at a given time by the brain and purpose of man." Recalling Mr. Gladstone's remarkable commentary inclines one to reflection on the quality of our Constitution. Why is the Constitution of the United States a great document?

It was framed at a convention which assembled in Philadelphia, May 25, 1787, and completed its labors September 17, following. Many of the most noted Americans of that time were members of the convention. Among these were George Washington, Benjamin Franklin, James Madison, Alexander Hamilton, Roger Sherman, Robert Morris, James Wilson, and Charles Pinckney. Perhaps we can see here a cause which operated to make the Constitution a great document—it was the work for three and a half months of some of America's greatest minds.

Briefly stated, the great provisions of the American Constitution are—

1. It unites the separate States into a Nation, a union for the common good of all; it sets up a Government which derives its just powers from the consent of the governed.

2. It sets a balance between central Federal authority and the State governments which, though shaken at times, has been admirably maintained for nearly a century and a half.

3. It defines the three branches of government—legislative, executive, and judicial—with such clarity and effectiveness that serious encroachment by one branch upon another is next to impossible.

4. It provides for the making and enforcement of laws, not by "divine right" of king or by other superimposed authority, but by representatives of the people duly chosen by the people.

5. It provides for a judiciary designed to be independent, free from the hazards and changes of partisan politics, and subject to the least possible undue influence.

6. It guarantees to each individual all the rights of a free man, and especially guarantees the right to life, liberty, and the pursuit of happiness; it insures religious freedom and freedom of speech and of the press.

7. It encourages industry and thrift, promotes equality of opportunity, elevates womanhood, and fixes on individual citizenship and the home as the proper foundations of organized society.

EDUCATION'S RESPONSIBILITY FOR PARENTHOOD

BY ALMA L. BINZEL

*Assistant Professor—Child Training, Home Economics Department,
University of Minnesota*

THE inadequacy of the modern home has long supplied material for discussion. Salvaging the younger generation for future citizenship has been painted as the crying need of the hour. Reorganization of the home has been made the duty of experts trained in social service of various kinds—a reorganization from *without*.

There is only one way in which we can truly revitalize the modern home, and that is from *within* through the education of parents.

Mothers and fathers are not mere biological necessities and economic by-products; they are the directors of the home unit and should be prepared for their position, as all experts are prepared, by definite specific training. Upon education rests a responsibility for parenthood.

A puzzled mother came to one of the brilliant professors on the staff of one of the great eastern colleges for women. Her daughter had been at college three months, but showed no improvement in behavior. "But," said the learned professor, "you had your daughter for nineteen years, why didn't you train her so that she didn't need improvement by this college?" That professor acknowledges today that her answer was an unfair and a superficial one; that the mother should have made rebuttal thus: "I came to this college when I was a young woman. I pursued the subjects which the authorities prescribed as preparation for a woman's life. I achieved that disarrangement of the alphabet known as the bachelor's degree. Verily it was well named, for it did not fit me for the life of marriage and motherhood. These, however, came to me. With them I did the best I could. That my daughter at nineteen is in need of improvement by the college is attributable, at least in part, to the failure of my Alma Mater to recognize that training for the care and management of children is weighty

and worthy enough for credit towards a bachelor's degree!"

In the 1921 January issue of the *National Education Journal* the editors, by a special insert, call attention to the needs of children: "Society cannot insure to every child a good home, a devoted and intelligent mother, and a wise and provident father; but society can insure to every child a good school and a competent teacher. This is by all odds the most direct and effective channel through which the forces of social control can operate." This is granted only providing the schools train for parenthood.

But why multiply statements indicative of our old-time attitudes toward parental inefficiencies? As educators and social agency workers, we have pursued policies in which parenthood has been for the most part ignored, blamed, apologized for and then re-educated by a variety of experts highly trained in their own special fields.

A new order of things must soon prevail. The first quarter of the century which is going down in history as the century of the child has paved the way for a changed attitude toward family life. The essential factors leading to these changes are to be found in:

1. The discovery that infancy and childhood are the vitally significant formative periods in every individual human life.

2. The search for norms and averages that has resulted in the formulation of tentative standards of what constitute reasonable health achievements at different ages.

3. The realization that remedies are, as ever, costly in comparison with preventives.

It is a shock to most parents of this generation to learn that the first six years are to count for so much in the lives of their children. By the next generation of parents this should be, through the medium of education in the schools, so well known that

the problems of housing and of family life will be viewed in part at least from the angle of childhood.

From such an angle of vision school administrators, too, will realize that nursery schools and kindergartens are essential and must become universal not merely to correct the mistakes of loving but uninformed parents, but because the educational needs and capacities in the early years are so vital and so tremendous that they cannot be adequately met without such educational opportunities.

Planners of budgets in civic, fraternal and religious activities will also awake to the fact that costly facilities for recreational, social and spiritual interests of adults must not be allowed to drain the treasury so that mere pittance are left for the needs of the young.

The tentative standards of reasonable health achievements at different age levels are at present almost an unknown quantity to parents and teachers. Even a distinction between the healthy and the unhealthy child is not apparent to many of them. Such a distressing lack of health knowledge needs to be remedied by education.

In 1922 there was released during a farmers' and homemakers' week on a college of agriculture campus, a film entitled "Partners." The theme was excellent, since it showed the newer ideal and technique of relationships between farmers and their children as co-operators in a fundamental and vital industry. The concrete situations depicted were those of animal rearing for annual contests at state fairs.

Several dozens of children who had played the partnership game with their parents were the actors. So were the better-pedigreed, well-reared animals of the barnyard and pasture. By way of contrast, scrub creatures were present. Scenic effects had received due consideration so that the eye was pleased by beauty around farm life. To most people, including learned professors, the film seemed a great success. To a few people, it pointed a moral and adorned a very common tale. Only the latter number seemed to notice throughout the film a com-

plete absence of standards for distinguishing between scrub and prize children with reference to physical health.

Those who had chosen the children were unaware of the fact that the hero of the play was an uncorrected mouth-breather, markedly underweight; that his habit of sitting up until midnight and by the light of a kerosene lamp studying "How to Raise My Calf" (a weighty volume), while munching an apple, was not conducive to raising himself as a boy just entering adolescence. The learned professors and others were also unaware that of all the hero's companions in the contest, whether boys or girls, only one was visibly qualified for competition as a prize child; that the banquet in their honor during State Fair Week violated the teachings of the newer nutrition, for it provided these children with steaming black coffee instead of cool, creamy milk!

When filming a scenario called "Partners," the principle of partnership can be practiced by inviting home economics, physical education teachers and nurses to participate in selecting the human actors. Such experts with their knowledge of physical health standards should be able to give to those who direct the film some knowledge of health ideals and health norms. Otherwise the result may be a film that cannot pass the censorship of the doctor and health teachers in the audience. These censors believe that prize children can be grown on farms alongside of prize animals if similar techniques of stimulating interest are used.

Now, consider the third factor—the relative cost of cure and prevention. A class in social service had just listened to a description of an excellent piece of work in surveying in a certain county all the homes from which delinquent children had come. The survey had led to an understanding of the subversive practices that operate to malfarm children. Subsequent to this survey, a demonstration of reformatations was being staged.

The temptation to ask concerning a survey of all the homes in the same county from which *successful* children had come

could not be resisted. But the question was answered with: "Such a project is impossible, for the simple reason that one could not get money to finance it." What a tragedy, if true, that money cannot be obtained to study successes in home-life as men study them in business and education; to test the principles of psychology and pedagogy in the management of children in the home; to demonstrate the tested faith in connection with departments of home economics in the grades, high schools and colleges! As a matter of fact, the newer era points directly towards this truly preventive work.

The Sheppard-Towner Infant and Maternity Hygiene Bill is one refutation of the position that money is available only for corrective work. The \$3,000,000 fund left by Mrs. Lizzie Merrill Palmer for a School of Motherhood, in Detroit, is a second. The recently announced \$5,000,000 fund for a School of Motherhood in that same city is a third.

The introduction of the infant and the toddler into the Home Management House has now passed the experimental stage in home economics departments of more than a dozen colleges of agriculture. This bears further witness that money is being found to give training towards parenthood as well as towards housekeeping, crop-raising and animal husbandry. The next step that must be taken is that of providing groups of children for study and demonstration ranging in age from the cradle to the conventional school age of six. The provision of equipment for such a child-welfare laboratory must be on a par with that for any other important work done in home economics or agriculture.

The use of state vocational home economics funds and those of the public school system in Oklahoma City on a fifty-fifty basis resulted this past year in the establishment of mother-craft classes. The organizers expected *one hundred and twenty mothers*; they were obliged to accommodate *six hundred* in their trial year! The State vocational home economics funds also financed lectures on education for parenthood for students and others in normal schools, colleges and universities, for

fathers and mothers in Oklahoma churches and clubs. In September five-day institutes in four cities were similarly financed for nurses, social welfare workers, teachers and parents. The development of local leadership talent in family engineering as it has been developed in the past in millinery and dressmaking, poultry-raising and bee-keeping; recreational and athletic activities will result from intensive courses aimed at that goal. Dress forms made of Dennison strips of gummed paper have become well-nigh epidemic from north to south and east to west because home economics departments believed in them. Boys' and girls' calf clubs are well-nigh universal because agricultural departments believed in them. The same techniques that developed these widespread and enthusiastic responses can and must be utilized for the very essential problems involved in successful rearing of children.

In Oakland, and it is doubtless true in other California cities, the girls of the Junior High School are having their home economics courses reoriented in the direction of care and understanding of child-life. The needs of the children of the nursery schools are studied; the knowledges and techniques of satisfying those needs are developed through classroom work and actual contact with the children.

The great danger at present is that parenthood shall be narrowly conceived in terms of mother-craft and motherhood, that father-craft and fatherhood will thus be ignored. From the records of nutrition worker, juvenile court judge and psychiatrist come the evidences that it is as often the father as the mother who is responsible for the mismanagement of children in the home and the resultant malformations. In consequence nothing less than the educational provisions for *boys and girls, men and women* can constitute our ultimate goal.

To one who has been pioneering for five years past in this field of *Education for Parenthood*, the preparation of teachers for leadership seems of paramount importance. In preparation for such leadership knowledges must be as varied as the health problems of parenthood themselves. I think it

is fair to say that these knowledges are of six types:

- | | |
|-------------------|-------------------|
| 1. Biological. | 4. Psychological. |
| 2. Economic. | 5. Social-moral. |
| 3. Physiological. | 6. Religious. |

For the sake of simplification these six varieties of health knowledges may be grouped into two—physical and mental. Physical health has already received considerable attention and has achieved some fine tangible results. This cannot be said of mental health in its inclusive sense. Four fundamental adjustments must be made to insure the mental health of every child. These adjustments center about:

1. Willing obedience to necessary authority.
2. Wholesome discrimination between reality and phantasy.
3. Fine appreciation of a potential mate.
4. Enlightened attitudes toward the Infinite.

The great majority of the children who come into the world have the capacity for becoming individuals who domineer, who are dominated, or who are law-abiding. Experiences—and especially experiences in the family circle—determine the choice. That is, children learn early to be tyrants, slaves, or observers of the law in response to wrong or right government in their own homes.

The great majority of children who are born have the endowments which will make possible the enjoyment of both phantasy and reality. Experiences—and especially experiences in the family circle—determine whether this shall be their goodly fate; or

whether autistic thinking will lead to inefficiency and mental breakdown, or whether materialism will make them of the earth, earthy.

The great majority of the children who are invited into existence bring with them the possibilities of loving wisely and well. Experiences—and especially experiences in the family circle—determine for them whether the developing love-life shall be arrested on the lower plane of self-love or rise through this to family romance and out from that to even more inclusive circles.

The great majority of children have the capacity for learning how the human race has striven to understand the world of the supernatural, and through it to reach the highest conduct levels of which human nature is possible. Experiences—and especially experiences in the family circle—determine very largely whether the superstitions of signs and warnings, whether the intolerances of creeds and dogmas or whether enlightened striving worship will characterize the spiritual level achieved.

Since most children can achieve these various healths, and since the early years count for so much towards them, how can we longer pursue the policy of ignoring or blaming, apologizing or re-educating the parents of today and thus leaving another generation to come on as eager and as interested, but just as hap-hazardly prepared as the present one? May organizations which are able to plan constructively, honor parenthood by announcing some fellowships and scholarships for the working out of plans for education for parent-hood.

Knowledge is in every country the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours it is proportionably essential. To the security of a free constitution it contributes in various ways: By convincing those who are intrusted with the public administration that every valuable end of government is best answered by the enlightened confidence of the people, and by teaching the people themselves to know and value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between burdens proceeding from a disregard to their convenience and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy but temperate vigilance against encroachments with an inviolable respect to law.—George Washington.

TEACHING CITIZENSHIP

BY ALICE STONE BLACKWELL

THE first requisite towards making children good citizens is to make them good men and women. The school should do some definite work to this end, recognizing that in the words of Mahatma Gandhi, the great Hindoo teacher, "The first object of education should be the formation of character."

In the La Grange School of Toledo, Ohio, a system of daily lessons in ethics was introduced twenty-five years ago by the principal, Miss Jane Brownlee. It has proved a remarkable success, has stood the test of time, and has spread to many other schools.

Miss Brownlee began every day with a few minutes devoted to this subject. She gave one month in turn to teaching each of the principal virtues. Generally she began with kindness, as an active virtue. The first week, the children specialized on kindness to their parents; the second, on kindness to their teachers; the third, on kindness to their playmates; and the fourth, on kindness to animals. She got them all interested in practising it together, as a matter of team play. She put on the blackboard short bits of poetry appropriate to the topic, "gems," as she called them, and had the pupils learn them by heart. She was never tired of impressing upon them that "thoughts are things," and that if you keep your thoughts right, your actions will follow, as a matter of course.

"Oh, Miss Brownlee!" one boy said to her, "an awful bad thought came to me today. I gave it a gem, to drive it away, but it wouldn't go. Then I gave it two gems, and that knocked it out!"

The parents soon noticed the improved behavior of the children, and became strong supporters of the plan. The system, as used by Miss Brownlee, offends no denominational susceptibilities, and needs no equipment, except a first-rate equipment in the teacher's head and heart. After a time she organized the school into a "School City." The children elected their

own officers, and themselves punished breaches of the rules, thus learning self-government and some of the technique of city administration.

Miss Brownlee maintains that it is just as feasible to teach children justice and kindness as to teach them arithmetic and geography. If all children, for one generation, could have this training, it would transform the world. She is now in San Diego, California, for her health, at 953 Twenty-first Street, and would no doubt be glad to give fuller information about her method to anyone interested.

It would help much toward good citizenship if all children could be given a course of lessons on the great lives of history, choosing the heroes and heroines of peace, not those of war—men and women who have accomplished great things for humanity.

It might begin with examples from the United States, and then go on to examples from other countries, thus helping to broaden the children's minds and to safeguard them against that mean and stupid spirit of hatred towards foreigners which sometimes masquerades as patriotism. Nothing helps more to build up a fine character than the study and admiration of beautiful lives.

The teaching of good citizenship should, of course, include an explanation, in simple language, of the general principles of our government, and why we hold elections, and why we ought to obey the laws that we ourselves have made. Since we cannot suit everybody, we do what will suit the largest number; that seems to be, on the whole, the fairest way; and the election is merely taking the count, to find out what is the wish of the majority. If we have bad government, it is our own fault. In this country we do not need to use brickbats or bombs when we want to bring about a change; ballots will do it.

Some of the results of bad government should be held up to the children as awful

warnings of what happens when good citizens neglect to vote, or vote foolishly; for instance, that Southern city where the mothers petitioned for a much-needed playground, and were refused on the plea that there was no money in the city treasury, while the city government soon after voted a big sum to provide ornamental street lanterns; or that city in one of the Middle States where the school accommodations were so inadequate that children had to sit on the window sills and on boards stretched across the aisles, and even on the floor, and the city government would not vote money for a new school house, but voted a huge sum to entertain the Elks.

It would be easy to give plenty of examples of a kind that children can understand. The examples, however, should not be taken from the city where the school is situated, or the teacher will be charged with meddling in politics. A list of concrete examples of the results of good city government should be given, too.

Innumerable things might be done to teach good citizenship. This article merely suggests a few. In general, the object should be to fortify the child's heart against the spirit of selfishness and greed which breeds most of the world's troubles, and to inspire him instead with the spirit of love and service.

EDUCATION

*Mark Hopkins sat on one end of a log
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
And taught as an elder brother.
I don't care what Mark Hopkins taught,
If his Latin was small and his Greek was naught,
For the farmer boy he thought, thought he,
All through lecture time and quiz,
"The kind of a man I mean to be
Is the kind of a man Mark Hopkins is."*

*Theology, languages, medicine, law,
Are peacock feathers to deck a daw
If the boys who come from your splendid schools
Are well-trained sharpeners or slippant fools.
You may boast of your age and your ivied walls,
Your great endowments, your marble halls,
And all your modern features,
Your vast curriculum's scope and reach
And the multifarious things you teach—
But how about your teachers?
Are they men who can stand in a father's place,
Who are paid, best paid, by the ardent face
When boyhood gives, as boyhood can,
Its love and faith to a fine, true man?*

*No printed word nor spoken plea
Can teach young hearts what men should be,
Not all the books on all the shelves,
But what the teachers are, themselves.
For Education is Making Men;
So is it now, so was it when
Mark Hopkins sat on one end of a log
And James Garfield sat on the other.
Arthur Guiterman, in "The Light Guitar."*

MUSIC

A QUOTATION FROM THE BUSINESS MAN AND OUR EDUCATIONAL SYSTEM

BY DR. CHARLES W. ELIOT

In "Current Affairs"

THE art which I feel must be introduced into all American schools in the shortest possible time—and it will take time—is the art of music. Now, why that prescription? Why have most of us never acquired any knowledge and skill in music? I am afraid the Puritans and the Pilgrims were largely responsible for the low condition of music in the first two hundred years of our race on this continent. The protest of the Puritans against the Established Church in England was partly expressed in revolt against music in the churches. It has turned out that a large proportion of what we call the native American population—that is a pretty broad term nowadays—can neither sing nor play on any musical instrument. But why is that such a serious condition? What can we gain by the introduction of music in adequate measure into our schools? In the first place, we can give every child the chance to enjoy one of the greatest pleasures in life, the taking part in the production of music—in chorus singing, for example, or playing an instrument in an orchestra. What does that do for a child, for a young person? It gives him, in the first place, great joy, not only at the passing moment, but all through his life.

I have not seen any keener pleasure than singing in a chorus or playing in an orchestra, taking part in the production of admirable music. I have not had that happiness myself, because I had no instruction in music when I was a boy; but I have seen the happiness in many a friend. But that procuring for one's self of a constant delight throughout life is not all, by any means. A much better thing is the procuring of the power to give pleasure to other people. There is no better thing for the individual to acquire in this too sorrowful world than power to give pleasure to others. That works the right way all the time, the right way in its effect on char-

acter, and the right way in its effect on the conduct of life.

But still I have not come to the principal motive for teaching music in the public schools vastly more than we do now. We do very little of it now. The real object from a business man's point of view is this—any person who takes part in chorus singing or in playing an instrument with an orchestra or a band learns this—that the whole delight, the whole profit of it, depends on disciplined co-operation, what we call in athletics, team play. That is what all the industries or businesses in this country need more than anything else. That is the fundamental motive or reason for you wise business men to further the teaching of music in all American schools from bottom to top—because in the execution of music one learns the value of co-operative discipline or disciplined co-operation. All you who are engaged in manufactures know that that is exactly what all American industries lack to-day. But one thing more. Music teaches better than any other human occupation, pleasure or delight, that besides disciplined co-operation any great piece of work—I don't care whether it is the turning out of the product of a mill or a mine, or of a navy or an army in time of war—every fine, noble, productive piece of work needs not only disciplined co-operation but a leader, a man with a baton in his hand, directing the whole performance. There can be no team play without a leader; every athletic sport needs a captain for the team. Every player and every spectator knows that.

But perhaps I have said enough about the value of music in schools. To my thinking it is the most important subject to develop at once in our schools. In all American business great results would follow if every child in the country learned the value of co-operative discipline under a leader.

PARENTS AND THE SCHOOL

BY CORNELIA JAMES CANNON

EDITOR'S NOTE: Mrs. Cannon's article on "The Dissociated School," which appeared in the *Atlantic Monthly* for November, 1923, has much to say about Parent-Teacher Associations, and the opportunity they give to parents to become "partners in the great venture of public education."

TO many parents school represents a welcome relief from the supervision of the children and an opportunity to shift the burden of their education upon the constituted authorities. Most of the education of earlier generations rested upon the parents, for the children prepared for making a livelihood by working at the family tasks with the father and mother. Now that so much of this work has been taken over by the community, and education is not merely available to the qualified and the desirous, but compulsory for all, the parent readily relinquishes the responsibility, and some hardly follow the child in imagination to the school door. The child, the parent, and the community suffer alike from this attitude, and a new wave of effort is started to bring the parent back into the educational responsibility which means so much in the successful working of the public school system.

The parents occupy a strategic position. They vote for the laws which make education compulsory; they pay the taxes which make the schools possible; and, through the children which they bring into the world, supply the raw material upon which the processes of education may work.

Whether it be new enforcing laws which are needed to make the school regulations more than a gesture; or whether it be new school funds which must be supplied to house the school children, employ trained teachers, or keep up the school supplies; or whether it be parental understanding of the child's difficulties and the teachers' efforts to overcome them, the prime essential is a close touch between those responsible for the child at home and at school.

The fault has undoubtedly been largely that of the parents. The individual school officials have at times suspected or resented parental interference, but the majority welcome any contact that can be achieved between themselves and the parents.

The association designed to accomplish this desirable end, and one of the most important and significant organizations in the country to-day, is the Parent-Teacher Association, which has branches in every State of the Union, not necessarily bearing that name, nor related to the National Association, but formed to bring the mutual efforts of those in the home and the school into relation with each other.

Discipline cannot be carried on in the school alone. In so far as it represents an effort to teach the child self-control and the practices necessary to the life of a social being, it must be a joint and understanding enterprise both in the home and in the school.

The school's efforts to train children in methods of self-education, which can go on after the years of school attendance are over, require participation on the parents' part, and that participation cannot be given without an acquaintance with the teachers' purposes. The parents must know why the teachers give home work, why they insist upon the use of reference books, upon cultivating the reading habit, and why they demand from the parents some kind of home respect for the student's need of quiet and of a life less interrupted by outside activities and interests.

We parents have much to learn of child nature and of the atmosphere most favorable to the development of the civic virtues in our children from our school authorities. We are after all amateurs at the job. The mere fact of bringing children into the world does not endow us automatically with the ability to bring them up wisely, and here at our very doors are these students of children and experts trained to deal intelligently with them whose wisdom is available to us for the asking.

There is nothing so valuable in developing the right kind of parental responsi-

bility for the school, the right kind of school feeling and loyalty on the part of the children, and the right understanding between the mothers and fathers on the one hand and the teachers and masters on the other, as some such organization as the Parent-Teacher Association. Our masters could give no better service to their schools nor any better service in the training of parents to good citizenship than by forming such organizations in their schools. It will not mean less work to them: it will mean more. It will mean adding the parents to the number of those for whom they have a responsibility. But on the other hand it will mean a much more enlightened community and a far more widespread and intelligent interest in the purposes and achievements of public education. The co-partnership between the parent and the

school is not only a natural accompaniment of the child's education, but an essential part of the adult's education. The school is not alone the place to train the child, but to develop, through the threefold relation of teacher, child and parent, a true community sense.

It is to be hoped that such organizations as are already established are but tiny beginnings, destined to a great development. Their growth means enrichment in the education of the child and a more real content in the citizen's consciousness of his place in the community. Whatever we, as parents, or as citizens, whether for the purpose of making the school for our own children better or the schools for little Americans better, pour into the public schools comes back a hundredfold to enrich life for us all.

A YEAR OF PERIL TO CHILDREN

BY LEWIS E. MacBRAYNE

General Manager, Massachusetts Safety Council

WHATEVER the year 1924 may hold out to us in the way of material prosperity, it will prove to be a year of grave peril to the children of the United States.

We might as well face this fact. The year will see us reach a new high mark in motor transportation; a new record in the history of the world, for that matter. It will also establish a higher total for children killed and maimed on the highways.

Some of the best public safety engineers in the country have been studying this problem during the past year, and they have summarized these facts concerning it:

(a) That when we go beyond a given total of automobiles that have previously been upon the highways in any community, the hazard to children increases out of proportion to the increase in motor vehicles. In one state, for example, during the period in which autos increased from 300,000 to 500,000, the number of children struck down by them increased 100 per cent.

(b) That parents of children, having

passed through no such experience in their own childhood, have been slow to realize the increasing danger, and have not made it a personal matter to study the habits of their boys and girls, and to correct their inherited tendency to walk and play in the street. It would be a profitable day for any mother if she would devote the hours when the child is out of school to a study of the habits of her offspring.

(c) That in the few states where registrars of motor vehicles have the power to take away the licenses of reckless drivers, it is possible to curb, in a measure, the type of motorist who does not slow down upon approaching pedestrians, and especially children. But in a majority of accidents it is not the reckless driver involved, but any motorist into whose path a child may dart too near to prevent its being hit even when the brakes are applied.

(d) That in cities and towns where safety education has been taken up by the schools in a practical and continuous manner, accidents to children have decreased, the reductions in many cities being so notable as to

suggest that this will be the great contribution that teachers can make to public safety during the present year.

In Massachusetts the statistical year begins December 1, and data covering automobile accidents is now so complete that the Massachusetts Safety Council was able to predict, one year ago, that for the year ending November 30, 1923, 220 children would be killed and 5,854 injured by autos if the rate of the preceding two years was maintained.

The twelve months ended with 222 dead and 4,500 injured. In spite of the campaign to reduce these accidents, it was not possible to cut down the fatalities, because when a heavy truck runs over a young child it nearly always kills. The fact that the total of injured was not only lower than the estimate, but actually below the number of injured for the previous year, when there were 105,000 fewer motor vehicles upon the highway, indicates that we did make progress in our campaign to keep children from playing in the highway, and from crossing it without proper instruction.

I had occasion, recently, to preside at a safety meeting for a thousand pupils in a public school in Boston. One of the speakers was a traffic officer, and before we entered the school we paused on a main boulevard but a few rods from the school-house to study the difficult traffic conditions through which the pupils passed daily.

We had been advising children, at our previous meetings, not to cross in the face of an auto approaching 60 feet away, and we had been reminding them that an auto traveling 25 miles an hour would cover 76 feet in two seconds.

To our surprise, we discovered that it took us seven seconds to cross that boulevard at a brisk walk, and that we could not pass safely in front of either an auto or a street car at 60 feet. We decided that no child could cross in safety under the conditions prevailing, unless there was a clear road for 100 feet on both sides. Every locality must be studied in relation to its own conditions, and the child given very definite instructions as to when it should cross.

In a little booklet that the Massachusetts Safety Council is about to issue under the title "Common Accidents In and About Your Home," the following advice is given to mothers covering the instruction that should be given in the home:

"Teach your children not to run into the highway while at play.

"Not to walk in the highway on their way home from school.

"Not to cross without pausing on the curbstone to look first to the left—autos come that way first—and then to the right.

"Not to leave the sidewalk until there is a clear view for 100 feet on either side.

"Not to ride bicycles in front of autos, or carry other children on the handle bars.

"The hours after school in the afternoon are the most dangerous for children. The truck is the motor vehicle most to be feared. The child under seven is in greatest danger."

If every mother could faithfully carry out these instructions, it is probable that 1924 would show a reduction in children's highway accidents in spite of the abnormal conditions that will exist.

GOING TO GET IT

THERE is one thing that parents should bear in mind when they do not discipline their children, and that is that the children are going to get it in one way or another anyhow. Because that is what they are here for. If the parents do not do it, the world will. And when the world does it, it will be without a velvet glove on the iron hand.

The parents who turn an undisciplined child loose in the world are the greatest enemies he will ever meet in this existence. It is for lack of just such discipline that many a man looks through the bars of a cell or dangles at the end of a rope.—*Wickes Wamboldt.*

TEACHING THE VALUE OF A DOLLAR TO THE CHILDREN

BY I. R. HEGEL

DAD, may I have a quarter?" Junior stood questioning in the doorway. "What for?" growled his father from the depths of an arm chair.

"I wanna buy a new ball."

"Didn't I buy you a ball last week?"

"Yeh, but the fellers lost it on me."

"Well," his father winked broadly at me, "I guess you can have the quarter but tell your chums to be more careful with your playthings. Your dad isn't a millionaire, you know."

Junior gave a grunt of thanks, pocketed the proffered coin and hastened away. His father turned to me with an indulgent smile.

"Kids aren't like they used to be, are they? Say, they're not satisfied, no matter how much you give them. Now that boy of mine gets a quarter or two every other day and the Lord only knows what he does with the money."

"Why don't you give him an allowance," I suggested, "and make him live up to it?"

"Shucks," was the response, "it's too much trouble. Come to think of it, I only got one quarter a month when I was Junior's age. I got along. Funny he can't do the same."

I did not answer for I felt argument was rather useless, but I could not help thinking how typical this man was of hundreds of other American fathers. They are generous—too generous—with their children but they do not teach them how to spend and earn money. They do not teach them the possibility of a dollar and a dollar's limitations.

Many parents, it is true, give their children an allowance every week. But the children never can make that allowance stretch until the next week. They don't know how. In a matter-of-fact way they go to Dad or Mother and ask for more. They usually get it and next week the same story is repeated. Now when these children get older, they continue in the belief that all necessities will be given them for the asking. Is it any wonder they are be-

wildered when thrown on their own resources? For no matter where they go, financial problems will arise, whether it is at college, in business, or in marriage, and instead of being able to solve them they grow perplexed and confused.

The time to train the child in matters of finance is when he is grasping the first fundamentals of knowledge; the place to train him is right in your own home where you can supervise, advise and instruct him when he turns to you for help.

I was interested recently in the conversation of an elderly man who was discussing the question of a child's allowance with me.

"Unless," he said, "a child is instructed how to spend money and to save money, the child grows selfish, thoughtless and actually helpless in the face of financial problems. When my boy was seven years old, I gave him an allowance of one dollar a week and then I asked him how he intended to spend it. He didn't know and we talked the question over together. At last he decided that fifty cents might be placed in the savings bank for his college tuition, ten cents reserved for Sunday-school, five cents for a boy's club to which he belonged and the other thirty-five cents for various miscellanies that might arise. I can truthfully say my boy never asked me for money after that. If he wanted to buy a baseball bat or a new football, he either went without some luxury and saved it, or he earned the money doing chores for a neighbor.

"When he went to college, the early training in thrift he had received stood him in good stead. He had only a small allowance from me and yet he managed to make it cover all his expenses. One day, accidentally, I discovered the reason why. I was looking through his desk drawer for an elastic band when I came across a book in which was carefully classified his expenses for board, clothing, entertainment, health, extras and education. Under these

headings were neat rows of figures together with dates, amounts and so forth. It was his budget."

"And I suppose he is quite a busy man now," I remarked.

"He is the head of a five-million dollar concern," answered the old gentleman, and his eyes glowed with pride.

Later, I verified the old gentleman's statements by calling on the young man himself. He was a bright, clean-cut young chap and very modest concerning his success.

"I had a definite plan," he smiled, "and I simply followed it out. Ever since I can remember I've done just that. First Dad taught me, I practised it, it grew to be a habit and now it's part of me."

For the habit of planning, and planning wisely, does become a part of one, and always it leads to the shining heights of success. In direct contrast were the words of a young mother who said, "If I gave my little girl an allowance, she would not plan how to spend it at all—she would use it all for candy."

I laughed. Not many times, I informed the young mother, would this happen if she would stop making additions to the original amount.

I remember Grandfather taking us to a circus one hot summer day. He gave us each a quarter to pay for the entrance fee and a bag of peanuts, but I was warm and thirsty and spent mine on the pink lemonade stand outside. When my brothers and sisters went inside the big tent I begged to go along but they refused. I stormed and cried to no avail. Chagrined and crestfallen, I was at last forced to walk home but I was a wiser youngster. Indeed I can't remember having ever tasted pink lemonade since.

So it is that when a child has spent money foolishly and is made to go without a luxury or necessity, he soon learns to count the pennies before spending them unwisely. Experience is a teacher who gives us the ability to judge the exact value of an article and the knowledge of discrimination between useless things and those of worth.

It is true a young child does not know

the value of money but, like everything else, the lesson must be taught. Money will not be spent unwisely many times if Dad gives plenty of good, common-sense advice to his son or daughter before he or she makes a purchase. But here a grave mistake is often made. In his anxiety to help the child to avoid a mistake, the parent makes the final decision according to his own judgment when such a decision must be left to the child. If the child makes a wrong decision, he must suffer the consequences. It may seem somewhat heartless at the time but in the end it saves many a disappointment and pang of remorse. One lesson which a child learns through experience is more valuable to his development than all the wise purchases you could ever make for him, and more appreciated in his later life than all the advice you might give him.

"Advise my youngster how to spend his money?" snorted an irritable parent. "No siree! What sense has a kid got anyway? The other day my boy asked me to buy him a second-hand Ford his chum had for sale. I went down and looked the thing over. One cylinder was missing, the rings leaked, the radiator leaked and the engine was shot to pieces. It could have been repaired but the cost of the repair bill would pay for a new car. Gee, but the kid was sore. He wanted me to buy it because it was such a pretty color."

"Did you explain about the motor troubles?" I asked.

"Of course not," he laughed; "the kid wouldn't know what I was talking about. I've been studying motors for the last ten years and the kid don't know a spark-plug from a grease cup, yet he wanted me to invest his savings in that piece of junk."

I grew angry.

"It took you ten years to acquire the knowledge you boast of," I retorted, "and yet you expect your boy to know everything at fifteen!"

"Gosh, I never thought of it that way—but oh, what's the use—let 'im get his education from some one besides his father. I'm too darn busy."

And there you are. The laziness, ego-

tism, and carelessness of the parent rob the child of the most valuable educational development he can acquire—how to spend his money wisely. Such parents do not deserve the blessing of children.

It requires tact, labor and a calm endurance to develop a child, but is there anything worth while that does not require hard work and time? And the parent's reward lies in seeing his child equipped for any financial crisis, whether it comes during the child's schooldays, his college years, his marriage or his business career.

Have a heart-to-heart talk with your boy or girl to-night. Give him some idea of what it costs to live and try to show him how he might add to the family budget by doing his share. If you can, prove to him that money comes only as a result of an expenditure of energy and that a purchase must, therefore, be made with wisdom and forethought.

Give him an allowance based upon your income, taking into consideration what he already receives for clothes, education, and recreation.

After you have set the amount of the allowance make some suggestions about spending the money and ask the child to give you his idea of what to spend and how much. Talk it over, but let the child make his own decisions and profit or lose accordingly. Be sure to emphasize the fact that philanthropy and education are as important as clothing and pleasure and that his allowance must cover all.

Open a bank account for him and show him the benefits of compound interest and the rate at which money grows and multiplies.

Be firm and yet patient. Remember that to handle money and handle it rightly takes almost a life-time to learn. Train your boy and girl now!

WHAT TO SEE

BY HILDA D. MERRIAM

National Chairman, Better Films Committee

The National Congress of Mothers and Parent-Teacher Associations recommend these films for various family groups:

FOR THE FAMILY.

Why Elephants Leave Home—Pathé

An interesting picture of the life and habits of the Ceylon elephant.

Monks à la Mode—Fox.

With the exception of one cut this is a very good comedy featuring some rather clever monkeys.

The Dippy-Doo-Dads in "Go West" and "A Monkey Mixup," both Fox comedies, will afford many wholesome laughs for the entire family.

Adventures in the North—A Capt. Kleinschmidt Production.

A splendid account of the wonders in northern Alaska.

The Rich Pup—Featuring the famous dog Pal. A Century. Suggest one cut.

Johnny Swordfish—Fox Educational.

Our Dog Friends—Bray Nature Studies No. 5.

Long Live the King—Jackie Coogan (Metro). Good costume picture.

Circus Days—Jackie Coogan.

The Dippy-Doo-Dads in "Lovey-Dovey," a Pathé comedy, is a delightfully entertaining picture for the whole family.

The Courtship of Miles Standish—Pathé. Charles Ray is rather "different" in the

rôle of John Alden, but the picture is well done.

FOR THE FAMILY FROM HIGH SCHOOL AGE UP.

Broadway Broke—Selznick. A successful actress of a former generation, although she is now a grandmother, is forced, because of economic difficulties, to return to the footlights. She enters upon a second career which means fame and fortune, this time as a motion picture star. A very sweet story neatly pictured.

Blow Your Own Horn—Film Booking. An exaggerated comedy, but entertaining.

Gentle Julia—Fox. More interesting than Tarkington's book.

Stephen Steps Out—Douglas Fairbanks, Jr. (Paramount) High School Age. Comedy drama of school days.

The Country Kid—Wesley Barry (Warner Bros.) High School Age. Comedy drama. Story of country life. Hesitate to recommend for younger children, because of brutal treatment of children.

The Chronicles of America—Vincennes (Yale University Press Series). Fairly good historical picture, but not equal to "Columbus."

Richard the Lion-Hearted—Wallace Beery (Associated). Fairly good costume picture

with parts evidently taken from "Robin Hood." The king is a parody of what a king ought to be. Could be made much more interesting by cutting.

Rouged Lips—Viola Dana. From a *Saturday Evening Post* story. High school age.

His Mystery Girl—Universal. A good comedy, but exaggerated. A man lays a plot to cure his brother of woman-hating. Suggest one cut.

Hook and Ladder—Universal. A harmless comedy featuring Hoot Gibson.

To the Ladies—Paramount. Follows the play rather closely. A good comedy.

Kidding Kate—(Christie Comedy).

Big Brother—Paramount. A story of a New York east-side gang. When the real big brother is killed in a brawl, his pal adopts the little brother, and in trying to "bring him up in the way he should go," begins to go straight himself. Suggest a few cuts of shooting scenes.

Harold Lloyd in "Why Worry"—This is purely for laughing purposes, and not as clever as some of Mr. Lloyd's vehicles for fun making.

FOR ADULTS.

The Mailman—Film Booking. Suggest cuts. Rather sentimental, but perhaps entertaining to some.

Hoodman Blind—Fox. A sea shore story. Strong theme, melodramatic.

The Wanters—First National.

Twenty-One—First National. A young man falls in love with the daughter of one of his father's employes. The car breaks down late one night, the girl and boy are forced to spend the night at a road house, and so bring down upon their innocent heads much severe criticism. Because of the insinuations emphasized in this picture, we would not recommend it for high school age.

Unseeing Eyes—Goldwyn. Lionel Barrymore starring. Suggest many cuts. An interesting story of the far north where the scenery is beautiful.

Lon Chaney in "The Hunchback of Notre Dame"—This is a worth-while film which one hesitates to recommend even to grown-ups, because it is so horribly gruesome. It is difficult to suggest it for an evening's enjoyment.

NOT RECOMMENDED

The Better Films chairman has been asked to give the names of some of the recent films which are absolutely unfit for your children to see and to beg of you to keep them at home and happy at some worth-while recreation when these films reach your local theatre. Make your home so attractive on the days that these films are exhibited that your children will *prefer* to stay at home and not envy the children who are allowed to go. If mothers would fight these vicious films by giving parties at home on the days that these films are exhibited, and thus wage a war by offering counter attractions, the exhibitor would soon feel this opposition, and might quickly respond to it.

There are many others which might be included in this group and if mothers will let us know if this kind of a list, also, is helpful, we will publish it each month.

Flaming Youth.
Zaza.

Elinor Glyn's "Three Weeks" and "Six Days."
The Gold Diggers.
Bebe Daniels in "His Children's Children."
(Immoral situations through three generations.)

Charles Chaplin's "A Woman of Paris."
You Can't Get Away With It.

Griffith's—The White Rose.

The Eternal Struggle.

May McAvoy in "Her Reputation."

The Common Law.

The Affairs of Lady Hamilton.

Anna Christie.

"Black Oxen," "Name the Man," "The Love Trap," "Chastity," "The Temple of Venus."

CORRECTION

In the summary of my address on "Recreation in a Restless Age" published in the December number of the CHILD WELFARE MAGAZINE it was stated that "the abnormal people of all types, now in public institutions, are already costing the taxpayers over \$3,000,000 per year." While this was accurately copied from the original manuscript, the manuscript should have given the figure as \$100,000,000.

Another error of the same sort: "The figure 20,000 given as the number of persons who go to the moving picture theatres every day should have been 20,000,000.

(Signed) EUGENE T. LIES.

Department of the National Education Association

BUILDING THE CHILD'S HEALTH

BY JOY ELMER MORGAN

Managing Editor of the Journal of the National Education Association

TUBERCULOSIS deaths dropped from 148.8 for each 100,000 of population in 1918 to 97.4 per each 100,000 population in 1922. These figures of the Census Bureau covering the registration area tell the story of one of the greatest achievements of modern education. Not all of the credit belongs to the schools. A large share of the appreciation for this triumph of intelligence belongs to a better-trained medical profession, to health campaigns through newspapers, public addresses, and radio, and to the efficient work of such organizations as the National Tuberculosis Association and the American Child Health Association. However, the schools have been giving health training of increasing effectiveness.

In my article on "Why the Pupil Failed" in the CHILD-WELFARE MAGAZINE for December the seven objectives of education as set forth in a report of the committee of the National Education Association were listed under the headings: (1) health, (2) mastery of school skills, (3) worthy home membership, (4) vocational effectiveness, (5) responsible citizenship, (6) worthy use of leisure, and (7) ethical character.

This recognition of the place of health in education is daily becoming more practicable. Practice in health habits is fast taking the place of abstract and futile discussions of anatomy and physiology. Weight charts, daily exercises, school nurses, special schools for underweight children, regular reports to parents covering essential points in the child's health are all indications of what the schools can do to build the health of children.

Keep an open mind.—"What may be expected of parents and teachers when doc-

tors disagree?" one might well ask. The thing to remember is that disagreement grows less and less, and that carefully discovered scientific fact is fast taking the place of guess-work and experiment. Health is such a precious thing that it is natural for disease to be connected with many prejudices. The important thing is to keep an open mind, and when in doubt over any vital point to get the advice of several experts. However, the primary problem in dealing with the child's health is not the curing of disease, but the steady building of health habits and well-ordered bodily processes. One good habit is worth a dozen rules.

Build on regular habits.—The parents of Lexington, Massachusetts, recently decided that children in the grades should be in bed by eight o'clock, children in the junior high school by nine o'clock, and children in the senior high school by ten o'clock. That is intelligent recognition by the community of the importance of regular habits of sleep. Let there be similar recognition of the necessity for regular habits of working, eating, and playing. Irregular habits arise chiefly from two causes—(1) the demands which modern life makes upon parents render it difficult to maintain regular habits either for themselves or for their children; (2) too many parents follow the whims of children rather than their own knowledge of what the situation requires or allow themselves to be influenced too much by the conduct of the children of neighbors who are indifferent to the needs of childhood.

Watch the danger points.—Out of every hundred children it is natural that there will be a considerable number with certain

defects which, if neglected, will result in general ill-health. Like the mechanism of an automobile, every part of the body depends on every other part. Weakness or failure in one of them throws additional strain upon the others, and may result in general breakdown or death. Wise parents, therefore, watch the danger points—eyes, ears, nose and throat, teeth, food, digestion, and elimination. Children should be taught what the standards are in each of these important matters. The child should understand, for example, the importance of good light and of avoiding direct light, especially from the south.

Children with defective eyes should have the care of a specialist, else in a brief time damage may be done which can never be corrected. The hygiene of the eyes, nose, and teeth is vitally important. Most of the diseases of the throat and lungs enter through the nose and can be avoided through proper nose hygiene. American dentists are the best in the world, and excepting in small communities there is little excuse for defective teeth. In matters of food the home is primarily in control. It is important to remember that our likes and dislikes for food are almost entirely a matter of education, and that it is sometimes necessary to require children to eat things which they do not like or to eat more or less than they wish.

Make the child his own critic.—Parents and teachers generally appreciate the great patience that is required in the education of children. Simple things must be gone over and over again. All this repetition and patience are repaid if the child develops the power to criticise his own effort. Self-criticism is the basis of self-improvement. Most children can be taught to see that to criticise themselves is less painful and more effective than to wait for others to point out their faults and to suggest improvements. Before there can be criticism there must be recognized standards. Such standards are the tables of ages, weights, and heights which have been prepared by experts, and which may be had from the Bureau of Education, Washington, D. C., or from the American

Child Health Association, 370 Seventh Avenue, New York City.

Standards of physical achievement have been fixed for both boys and girls by the Athletic Badge Tests, information about which may be had by writing to the Playground and Recreation Association of America, 315 Fourth Avenue, New York City. All normal children love activity and enjoy the struggle for self-improvement. Perhaps the greatest blessing that could come to both home and school would be to define standards in almost every phase of child life and activity so that the child could check his own improvement.

Promote worthy health movements.—Organizations for the improvement of health and education are doing much to improve our life. It pays to give them all the support possible. The diseased or uneducated child next door is a menace to one's own infants. As they grow older the children in the next block become a menace; and as the circle widens the child is more and more exposed to the good or bad influences of children whose lives touch his. The world is now so small—we move so freely from place to place—that safety lies in stamping out disease everywhere and in building vigorous bodies for all children.

The joy of childhood.—Joy and health are twins. There is much unnecessary tragedy in childhood because parents and teachers fail to get the child's point of view. Well-regulated hardship builds fiber into the lives of children, but nagging, petty tyranny, and brutality crush spirit and initiative and destroy the confidence which the child needs if it is to grow into successful manhood or womanhood.

In seeking the causes for the failure of children in school let there be a real inventory by both parent and teacher of the child's health standing. Is his weight normal? Is he eating regularly and sufficiently the right foods? Is there adequate sleep and play and work? Is his life filled with the spirit of joy, tempered by reasonable hardship as well as by the sense of success and achievement?

THE STATE CONFERENCE OF PARENT-TEACHER ASSOCIATIONS CONNECTED WITH NEGRO SCHOOLS, HELD AT CHARLESTON, WEST VIRGINIA

THE conference was opened in the Garnett High School Auditorium. W. W. Sanders, State Supervisor of Negro Schools, was elected temporary chairman; and delegates from thirteen counties of the State were enrolled. In stating the purpose of the conference, W. W. Sanders said: "This conference has been called for the purpose of having the people who support our educational system and who have boys and girls in school come together and consider the things vital to the system. I appreciate the sacrifices some of you have made in order to be present at this meeting. The delegate from Premier walked five miles yesterday morning in order to catch a train that would put him here in time for this meeting. I want you to feel that this is your conference and therefore feel free to discuss any matters that are of interest to you in your several communities. If you have done something worth while during the year in the improvement of school conditions, tell us about it so that others may be encouraged to go back to their homes and attack their problems in a more vigorous manner." Mr. Sanders stated further that if our public schools are to put over a good program in education, it is necessary that the citizens of the state should stand squarely behind them and give to the teachers their hearty co-operation and encouragement; that the Negro schools in West Virginia are far in advance of such schools in other Southern States, although that should not cause our chest to swell with too much pride, inasmuch as we are as yet, far from the high standard of efficiency in education necessary to develop a citizenship that will take an intelligent interest in all public questions and render the greatest service in a democracy such as we have in this country. We should not pattern our system after those who had not advanced, but we should rather endeavor to measure up to those communities and states wherein education has made tremendous progress.

Professor C. W. Boyd, Supervising Principal of the Charleston Negro Schools, extended a hearty welcome to the delegates. He said in part: "I want to congratulate you delegates upon living where you live. Those who sent you here are a fine set of people. I want to pin a button on those who have come to this meeting and paid their own way. You are indeed interested. In my experience I have found that if you know the mother and father, you can get along with the child. The getting together of parents and teachers is the best thing ever discovered. You can always get the *best* fathers and mothers together, but the job is to get the others out and keep the work going. Your job now is not only to go to these meetings yourself, but to go around the corner and get the other parents who think that working and providing for the child is all that is necessary; bring *them* to those meetings and strive to arouse in them the same interest in the school that you have, to the end that their boys and girls may become the best citizens possible. This is your conference and your school building for to-day and to-night. I want you to enjoy them to the fullest extent."

J. D. Muldoon, State Supervisor of Rural Schools, addressed the conference on co-operation between the home and the school. He compared the school to a six cylinder engine which, in order to function properly, must hit on all its cylinders. Some of our schools are only hitting on one. The cylinders enumerated by Mr. Muldoon as being necessary to a 1923 model school are: 1. The School, 2. The Home, 3. The Church, 4. The Farm, 5. Industries, 6. Recreational Life. All of these forces are necessary in the development of the child. Parents must realize that they do not own their children, but that they are only trustees of them to give them the proper training and guidance for future citizenship. Mr. Muldoon said further that the function of the parent-teacher association is not to run the school, but to assist the teacher in

implanting ideals in the boys and girls by holding before them such standards of conduct as will enable the teacher to more effectively give the child the instruction needed. The function of the home is to send to the school, children who are mentally, morally, and physically capable of assimilating the knowledge received in the school room.

"The Problem of School Attendance" was discussed by Miss Nannie C. Johnson, of Raleigh County, who gave a brief review of her efforts at Marfork in organizing a parent-teacher association and the influence this association has had in maintaining an average daily attendance of 98 per cent during the past three months. At the conclusion of Miss Johnson's address, the conference took a recess until 2 P.M.

When the conference reassembled, Mrs. Lon H. Barringer, president of the State Parent-Teacher Association and Congress of Mothers (white) made a splendid address in which she congratulated the parent-teacher associations connected with Negro schools upon the interest they are taking in the work of the public schools. She also expressed the willingness of patriotic white men and women to assist the Negro in every possible manner to the end that he may become an intelligent citizen.

W. W. Sanders gave statistics compiled by the U. S. Bureau of Health on infant mortality in the Negro population of the country. This report showed that, based upon the percentage that the Negro population bears to the white population of the country, more than two Negro children die in infancy to every white child that dies. He stated that it is absolutely necessary for the preservation of the race to instruct mothers in the care of children before and after birth. The biggest problem facing the Negro in the country is proper health instruction. Rev. D. Stephens, of Hutchinson, Marion County, stated that for years his people had been compelled to send their children to a very poor school house. They decided that they would "strike" and not send their children to school until the local board of education would give some relief. He said they were threatened with

prosecution for violating the school law, but the people were determined to go to jail rather than send their children to such an unsanitary, dilapidated school building. They stood squarely behind their guns and as a result, they now have a modern school building. Delegates were then given an opportunity to tell what is being done by their local associations.

The committee on resolutions submitted the following: "Whereas there has been no state organization, and since there is a growing need for such an association; and whereas Professor W. W. Sanders, State Supervisor of Colored Schools, has called us together to perfect such an organization; Be it resolved: That such an organization be formed and patterned after that of the National Congress of Mothers and Parent-Teacher Associations; and that the said constitution and suggestions as to organization shall govern this body until such changes are made as are required by our local conditions."

Hon. Brown W. Payne, of Beckley, in the closing address of the conference, on the subject "The Parents' Place in the Education Scheme," said:

"It is unfortunate that in a system such as we have in America, the Negro child is taught away from himself. He is taught to worship anything that is white; that black is inferior; that only those who are white can fall heir to the best that is in life. As a result of this, he is discouraged in his desire to discover the powers that lie within him and develop institutions that would cause him to become a social and economic factor in the State and Nation. The remedy for this lies in a serious attempt on the part of the teacher and patrons to place in the hands of the Negro boys and girls such books and other literature as will teach them to appreciate themselves and to develop along racial lines, business and commercial enterprises that will furnish an outlet for Negro intelligence and training."

At the conclusion of the conference, the visiting delegates were entertained by the four parent-teacher associations of Charleston.

TEACHING AN OLD-FASHIONED SUBJECT

BY ELLA FRANCES LYNCH



MY IDEA of an education is not only what you learn in school and at home and other places, but what God Himself gives us and what nature shows us, and I think trees and flowers and plants teach us." So writes eight-year-old Mary Jane, and she includes "good spelling" among the essentials of a first-rate education.

Many and various are the reasons advanced for the poor orthography of this bubbling generation. Jane's mother puts the blame on heredity—"She is just like me; I never could spell." Gladys' mother, when asked by the teacher to give the child a little extra drill at home in spelling, exclaimed: "You cannot pin Gladys down to these commonplace subjects; she is psychic!" I recall an institute conductor of blessed memory who solemnly assured the assembled teachers that "reading and writing come by hard work, but spelling comes by the grace of God." Such a fantastic belief springs from the difficulties met in grammar grades, high school and college, in teaching this subject. Very few boys and girls would be poor spellers if their parents taught them properly between the ages of six and ten. When a child of 12 or older needs regular spelling instruction, there is something wrong with either the child or the system.

It needs but little argument to convince an interested mother that her child should be a good speller. If reading is the main tool of knowledge-getting, then spelling is assuredly one of the first requisites of good reading, according to our Child-Welfare definition of reading as "thought-getting." We have all heard of the teacher who made written application to the school board for "a good birth," and while it is all very well to have a "pane in the write arm," there is something terrifying about "exercising evil spirits" that should be exorcised instead.

To be a good speller implies more than the mere ability to avoid errors in orthography, and so to win approbation for mechanical nicety. A habit of accuracy and consistency in writing words plays a very important part in the formation of character, since precision even in a small degree will help to offset the natural human tendency to exaggeration, boasting, and distortion of facts. The truth is that if the editors would give me the space, I would be glad to fill this magazine with the lengthened shadow of my plea for good spelling as an asset in every phase of correct living.

The habit of careful enunciation goes far towards making a good speller. Any of the various speech defects makes spelling extra difficult. As the child does not pronounce correctly, he does not hear correctly, and cannot spell correctly. A lisper writes "Exerdith" for Exodus. It is a point of vast importance that the learner should be taught to pronounce perfectly and readily every original simple sound that belongs to the English language. This teaching should begin when the child first begins to speak, when his vocal organs are easily trained. By timely and judicious care in this respect, the voice will be prepared to utter with ease and accuracy every combination of sounds, and the child will be taught to avoid that confused and unfinished manner of pronouncing words which accompanies many persons through life, simply because they have not been properly instructed at an early period. We see, then, that a most important part of our teaching in this, as in every subject, should be done before placing a book in the pupil's hands. Long before the child is drilled to read from a book, he should be able to spell hundreds of words orally. In fact, mothers, I feel safe in assuring you that if you make a good speller of your child before placing him in school, he will never wear the mortifying label of "failure," provided only that you have also grounded him in those habits essential to success which were described in this de-

partment during the past year. For good measure, let me offer this sweeping generalization, and venture to say it holds good as often as any other. The child who is not a good speller for his age at ten is not likely to be a good speller for his age at twenty. Make up your mind to that, mothers, and if your child is not getting a perfect record in school for spelling, take it upon yourselves to drill him at home.

The child of five or six may very well learn to recognize and name the printed capital letters and to say the alphabet in order from A to Z. While the latter acquisition has no immediate utility, it has to be done some time, and may as well be done now, when it is no more difficult to remember than "eeny, meeny, miny, mo." The child of eight should ordinarily be using a dictionary, with which he will have daily use for the alphabet. The trouble is, if the A B C's are not learned quite early, some times they are not learned at all.

The new stenographer had a marvelously original way of filing letters. At last I exclaimed, in some impatience: "What is the matter, Miss S—; don't you know your alphabet?" "No," she replied, "why *should* I know it?"

"But," objects the up-to-datist, "the names of the letters and the spelling of words are utterly meaningless to a young child."

Everything is meaningless to children, young and old, until they learn something about it. Enumerating the letters of a word, considered by itself, does not mean anything. Spell t-h-o-u-g-h-t. Doing so does not produce a thought. Yet society demands that we learn to spell, and learning to spell demands hard work.

I am willing to concede the dullness and austerities of the old-fashioned spelling book, but it had compensations. The child became the life-long possessor of a vast body of words outside of his narrow routine, and we know that the things worth while in great books are the great and thought-producing words in them. One of my living-quarrels is with the short-sighted authors of spelling books, guaranteed not to contain a single word that the child has

not practically worn threadbare before arriving at that lesson. Oh! empty vessels! Oh! tragedy of the unproductive book! Why be stingy with real words, new words that are the little coaxings whereby the groping child mind is tempted out to explore the fair fields of science, poetry, mathematics, all human endeavor. Give us the old spelling book, or give us none at all, and let us make up our own as we go along.

A child loves to spell. After having learned a few words, "appetite will come with eating," as the French say. The child will begin to learn other words without assistance, without being "spoon-fed." Encourage him a little and he will hunt up new, hard, strange words to spell for you. In my school pupils are permitted to spell for the teacher each morning a new word they learned at home. They joyfully prepare for it. A girl only five years old complained the other morning that her sister "wouldn't give me a word." "No wonder," exclaimed the indignant older sister, "she woke me up in the middle of the night and asked me how to spell a cup of milk." Another child fared better that morning. She went to her father at daybreak and asked him how to spell coffee. Being told, she kept repeating it while she dressed, retained it carefully in mind until school-time, and then triumphantly exhibited her learning to the class.

Such simple plans are equally adaptable to the child of rare docility and to the hard-headed little rascal who feels that book lessons interfere with his getting an education. As to the many excuses offered for the unfortunate derelicts of our land, we have never heard it said of one: "He was handicapped because his mother taught him by old-fashioned methods."

The teaching of spelling should not be begun until sufficient progress has been made in observation, memorizing and general information. Spelling, or naming in proper order the letters of words, should be preceded by practice in sounding words.

Children should know something of sounds before learning the letters that represent the sounds, just as they should know

something of number before they are taught the figures which represent numbers. In each case the former is a natural fact, the latter an arbitrary sign. The symbol cannot be understood before the thing symbolized is understood.

The first step in teaching spelling should be to teach the child to analyze the spoken word into the sounds composing it. When this is understood, show by what letters these sounds are represented. This is difficult in English because, in many cases, a sound can be represented by several different letters; likewise, the same letter does not always represent the same sound. By teaching first the simple letter-sounds, as in *No, go, so, me, be*, we clear the way to the spelling of words that have no special difficulty. Then, with this knowledge and with the help of ear, eye, memory and instinctive analogy, we can teach without disproportionate effort words that are more difficult because their spelling does not conform to the given phonetic rules.

As an example of a lesson in sounds, take the word *me*. Have the child separate this word into the two sounds (not letters) *m-e*. Do not give the names of the letters.

Have him separate likewise into simple sounds the two-sound words and syllables rhyming with *me*, as *be, de, fe, he, le, ne, re, se(e)*. Require the child to speak loudly rather than softly.

The six-year-old child's spelling may be wisely confined to short words having no silent letters until he is able to spell all such lists unerringly. If careful enunciation is made a regular practice, the six-year-old who has had a few weeks' instruction, will often be able to spell longer words like *string, spring, thing*, upon hearing them. Before a great while he becomes interested in the change that the final "e" makes with many words. *Hid* becomes *hide*, *rid*, *ride*, *hat* becomes *hate* and *rat*, *rate*. Careful observation through eye and ear, rather than muscular exertion, is the real secret of being a wizard at spelling.

You must not be discouraged because the first lessons go slowly. It is so hard for a little child to get the letter-sounds without long practice. However, after three or four

lists of rhyming words have been learned, it suddenly gets easier. If the child of six learns to spell a new word for every day of the year, that would be twelve times the amount of spelling that the majority of pupils are permitted to learn in first grade. A child who has learned three hundred words during the first year of instruction will easily learn two or three or four times that number the second year.

I have said, either here or elsewhere, that careful observation is the foundation of word study. Make use of your immediate environment and affairs of all kinds, to develop in your children an intelligent interest in words. For example, children of seven or eight should be made to think about the month of January, which among the Romans was held sacred to Janus, from whom it derived its name. Janus was the oldest of the Roman gods, the "father of the morning," the keeper of the gate (compare our word *janitor*) to whom the Romans prayed each day. He had two faces, one youthful, the other aged, the one looking forward, the other backward. He presided over the beginning of the year, the beginning of each month, each day, and the commencement of all enterprises.

When children begin the search for natural wonders, a wholesome and lasting interest enters their lives which later on becomes a highly educational asset.

If February is warm, buds on some trees in temperate parts of the Northern Hemisphere begin to swell. Let the children from now on bring in each month branches and twigs. Put them into water and watch the buds expand.

Do not forget to speak about the hibernating animals, the bear, the woodchuck, groundhog, chipmunk or ground-squirrel, which do not leave us in the winter.

Read aloud to the children Tennyson's poem, "The Death of the Old Year," and Longfellow's much finer poem, "Midnight Mass for the Dying Year."

Further information that cannot be detailed in this space will be given to mothers who write for it. Send twenty cents for model observation lessons for children between three and seven.

THE CHILD IN THE SUITE

BY LUCY WHELOCK

NOTE.—In training for citizenship the home is so important a factor that Miss Wheelock has devoted her article to this foundation-stone of the child's needs. Miss Wheelock is known throughout our country as the founder and principal of the Wheelock School for Kindergarten Training.

IN 1878 Walter Pater published in *MacMillan's Magazine* "The Child in the House." In 1878 children lived in houses; possibly some of them still do in "Merrie England." But in America we shall soon have no children in houses except in the favored country districts and among the very rich. All about me in the best residential sections of the city—or in what should be the best residential sections—I see block after block of big ugly apartment houses with startling signs: "One, two and three room suites. All modern conveniences. Elevator service. Constant hot water. Janitor in building."

All modern conveniences! Mirrors in the elevators for those who must use a vanity bag before issuing forth; a disappearing bed that the small space may be available for entertaining; a breakfast alcove fitted for two. But where are the children? No playroom, no living-room, no piazza, no front door-step to sit upon and see the horses, cars and carts go by, no yard with swings, no garden beds, no trees, no play space. If children are allowed, they have none of the rights of childhood.

Walter Pater describes in his essay the many influences of the "old house" which were woven with the soul texture of the child whom he describes. Can there be any fine soul texture where such things are lacking? It may be easier for the father and mother to escape the problem of coal and maids, to be rid of the necessity of care of furnace and shoveling sidewalks and steps; but how about the snow man in the yard and the little boy who likes to throw a black lump of coal into the glowing hopper of the furnace? What shall take the place of the vine-covered piazza where a humming bird flits in July, and the apple tree near the window where a robin builds

its nest? Do you remember the winding stairway of your childhood with the plant stand filled with red geraniums at the turning of the stair? And the attic filled with treasures from long ago? Maybe you had a doll-house in the bay-window of the dining-room with a set of dishes complete, and room to set them out. Maybe you helped in the kitchen on baking days and made your own tiny cake for your "afternoon tea party" for Mary Ann. Possibly you had a fireplace, and in the early dusk of a Sunday evening the family foregathered there and you all sang hymns, or father read Bible stories, or mother told tales. In the wreckage of mature years, many things are cast overboard, but never these tender recollections. They are the threads woven into the very fibre of life's web and make it "thus and not otherwise."

Walter Pater enumerates some of the influences of "the old house" which made the first stage of the mental journey of his child: "With the image of the place so clear and favorable upon him, he fell to thinking of himself therein, and how his thoughts had grown up to him! He could watch over and over again the gradual expansion of the soul which had come to be there—of which, indeed, through the law which makes the material objects about them so large an element in children's lives, it had actually become a part. . . . How insignificant, at the moment, seem the influences of the sensible things which are tossed and fall and lie about us, so or so, in the environment of early childhood. How indelibly, as we afterwards discover, they affect us; with what capricious attractions and associations they figure themselves on the white paper, the smooth wax of our ingenuous souls, as 'with lead in the rock forever,' giving form and feature, and, as it were, assigned houseroom in our

memory, to early experiences of feeling and thought, which abide with us ever afterward, thus and not otherwise."

The love of home, one of the strongest instincts within us—what is it but a love of familiar faces, set in familiar places? Homesickness—the most poignant of all sicknesses—what is it but a longing for a scene, a place, a house, a family? What a healing balm in life to know that love, to know that sickness, even. Who can tell the strength of that love to bind the man or woman to things innocent, lovely, and of good repute? One may go far into strange lands and into moral wildernesses, but there is hope for one who can say, "I will arise and go to my father's house."

America has an example to-day in the White House of the best type of our home and family life, because our President believes in his own exhortation when he says, "Look well to the hearthstone, therein all hope for America lies."

All hope for America lies in the hearthstone! Sad, indeed, for our future is the disappearance of the hearthstone! The disappearing bed may well go; but not the hearthstone.

Some years ago, Kate Douglas Wiggin

published a book called "Children's Rights." In that book she argued for a child's right to an environment adapted to his size; to things he could reach and touch; to an opportunity to jump and run and play. She became a child's advocate for the right to be well born, and to parents who have an understanding heart. I would add to that claim a child's right to a home. He cannot have a home in a suite of one, two or three rooms, even with all the modern conveniences.

Homemaking courses for girls are admirable. Every young woman should know how to be a homemaker; but let us not forget that a home needs a house. In one of his mother-plays, Froebel stresses the connection between the dwelling and the family life. The house in its construction and arrangement expresses the ideals, the taste and the degree of culture of the family. The family life is the spirit of the home. The body is the house. As the body is necessary to the life of the individual, so is the outer structure—the house—necessary to the life of the family. The suite is for the lonely and detached individual; the homestead is for the child. All children need good homes.



Let every American, every lover of liberty, every well-wisher to his posterity, swear by the blood of the Revolution never to violate in the least particular the laws of the country, and never to tolerate their violation by others. As the patriots of '76 did to the support of the Declaration of Independence, so to the support of the Constitution and laws let every American pledge his life, his property and his sacred honor. Let every man remember that to violate the law is to trample on the blood of his father, and to tear the charter of his own and his children's liberty. Let reverence for the laws be breathed by every American mother to the lisping babe that prattles on her lap; let it be taught in schools, in seminaries and in colleges; let it be written in primers,

spelling books and almanacs; let it be preached from the pulpit, proclaimed in legislative halls and enforced in courts of justice. In short, let it become the political religion of the Nation.—*From address to the Young Men's Lyceum of Springfield, Ill., January 27, 1837, when Lincoln was 27 years old.*

"THE LITTLE RED SCHOOLHOUSE"

BY ESTHER FLOYD

Part I.

THE Little Red Schoolhouse—which is usually white except where the paint is off—has had its share of eulogy, has served its purpose as well as it could, and the time for its departure has come. Logically its day is past, but still it lingers. To-day in each of many thousands of little country schoolhouses, a little teacher with little preparation for her work, is struggling to do for a little handful of pupils—we will say, the best she can. Her salary is little, too, though better than a few years ago, and small as it is, is a waste. There are too many of her! Sometimes she has only eight or nine pupils, though the school that will be told of here, had twenty-eight, with seven grades represented.

The conditions here described are not given as typical of rural schools, but they are by no means unparalleled. They have existed, though, in a lesser degree, in each of the five other country schools which I have taught, in two great and rich states of the Middle West. And if we are to trust appearances and statistics, there are other sections of the country in which conditions are far worse.

Last year, after an interval of fifteen years in which I had not taught except one year of primary work, I returned to teaching. This time my work was in a rural school where I had taught before "just twenty years ago." As the old song feelingly expresses it, "The old schoolhouse had altered some." When I had taught there before, the house was new, and everything bright and fresh. The walls were of

snowy plaster, the woodwork and furniture, "light oak," the window shades heavy, dark green, adorned with fringe. If a little garish in its freshness, it was so wholesome and clean! The hard whiteness of the walls was soon relieved by pictures, maps, and various schoolroom decorations, real or attempted, which we proceeded to place upon them. The blackboards, though merely painted upon the walls with liquid slating, were, temporarily, fair writing surfaces.

Now, however, the plastering was broken, and deep holes had been cut with knives in walls and blackboards. The seats

were hacked and battered, and many desks had no places for taking care of books. Outside the prospect was equally depressing. Just before the door was a small mountain of ashes and cinders, the accumulation of years. Under the windows were masses of broken glass, betraying the fact that boys were in the habit of smashing windows

—not only in vacation time, but also in the school months, I was told.

There had been the nucleus of a library, which we had paid for by giving an entertainment. Now there were, besides about half enough text-books to supply the school, some twenty torn and dirty volumes in a broken book-case without doors. The shelves of this book-case collapsed almost at a touch, their contents tumbling with loose leaves shed thicker than those of the forest "when Autumn has strewn." There had been maps, charts, a globe. All gone! Except for the miserable books, the room



"The Little Red Schoolhouse" Which is Usually White Except Where the Paint is Off

was as bare as one's hand of teaching equipment of any kind.

A "Farm Women's Club" of the district had bought new window shades and a water cooler. But the shades were of the cheapest, and until my untamed "crew" were trained to handle them with some care, were constantly being pulled off the rollers and having to be tacked on again. The School Board rather grudgingly supplied text-books as the law required. Without expense to the district the cinder mountain was removed and put where it was needed—on the roads near by. When the school year was half gone, we had raised enough money by means of an entertainment, to provide a blackboard and pay transportation charges on a little "traveling library," and to have the floor oiled—an improvement of which we had sadly felt the need during the dusty fall months. I used wall maps of my own. As there was no chart class, a reading chart was not needed. One may gather from the foregoing, it was necessary to save the district's money. Early in the year it became apparent that there would be funds for only seven months of school. But of this later.

So much for the physical difficulties I had to encounter. For the moral or spiritual phase of the situation there is even less to say, though there is more to say about it. The condition of the house was but the outward sign of an inward disgrace—a community disgrace of indifference and parsimony that for years had given the school over to careless and incompetent teachers. In such a case naturally the lack of home training was in evidence. I had to deal with more fights between pupils than in all the years of my previous teaching. I had to deal for the first time, so far as I know, with a girl who carried on clandestine correspondence with boys. They were boys of another district, and the girl, fifteen years old, stole away from school to meet them, or telephoned them from houses along the road. This girl swore roundly, fought boys with her fists, and was as rough as any boy I ever taught in country or town. Her father had been President of the Board, and district dic-

tator for years, but had been deposed at the last school election. His boys and girls, older and larger than most of the other children, had systematically terrorized the school. One thing that was the matter with the district, then, was "bossism." But the root of the trouble was the apathy of the majority, that made a boss possible.

When I entered the school, not one pupil could recite the Golden Rule or one of the Ten Commandments, or tell what any of them is about. I am not sure that the children of more than one out of a dozen or more families, knew in what book the Golden Rule and Ten Commandments are found. Entirely aside from the question of regular Bible teaching in school, surely as a mere matter of information these things should be known to children who have reached the seventh and eighth grades.

This district was not formerly considered a specially benighted one. When I taught there before, it was more than ordinarily progressive, compared to others in the vicinity. The community has a church, with at least intermittent attempts at Sunday school and church services. It seems almost impossible that the children should not have absorbed the fundamentals of morality if not of religion, but this is a "truth upon honor" and "cross my heart" record, as the youngsters might say. I have had trouble making my friends—some of them teachers of the older day—believe that not one of these seventh and eighth graders knew who was the Father of his Country. But such was the case. Now it may be that one can be an efficient farmer or business man, even a good citizen and a kind husband and father, without this specific bit of knowledge, but how could they have missed it in reaching that point in their school life? It is worthy of remark here that a good many of them were able to give a fairly articulate account of their preferences in movie stars. Most of the families owned automobiles, and spent at least their Saturday evenings in the neighboring village.

Another astonishing thing was that in this day of emphasis on phonetics, spell-

ing by sound was practically unknown in this school. To most of the pupils it was a great joke to hear the primary classes drilled on the sounds of the letters.

Worst of all, they had not been taught to read and understand—to get thought from the printed page. Yet can anything that is taught in school except good morals, be of equal importance with intelligent reading, so long, at least, as the school is merely a book school? I believe in the school of the future, which will be a practical preparation for life. But even under that system of education, we all hope that reading will continue to receive some attention! We do not wish the rising generation to be, as I heard a high school senior say recently, “so illiterate they can’t read and write.” As many children are taught—as these had been—I think it possible for them to “finish” the eighth grade, and yet in a few years after leaving school, be virtual illiterates.

In arithmetic, one reason they could not “work their examples,” was that they could not read them. In geography, history and civics, however, the perfect work of “the system” as it was in that school, was shown. I assigned a lesson of very moderate length—in history, we will say, and the next day called the class.

“Books closed,” I said, as the command seemed necessary.

They gazed at me in astonishment. “We never had to do that!” most of them said.

“Oh, yes we did, too,” a few maintained, “Miss B. had us close books!”

But the majority declared they had always recited with books open.

“Very well,” I said, “recite as you are accustomed—to-day.”

And I asked questions, and they deliberately turned to the book and read the answer—when they could find it!

I hope I am not an old fogey. I do not believe in mere parrot work—rote drill—memory stuffing. I consider it more important to teach a pupil to think than to teach him to memorize. But I do think it essential to teach him *something*! Do not we mature ones know that the things of our early school years that have stayed with

us—not only rules of arithmetic and grammar, but the Scripture texts, the beautiful poems that we would not willingly forget, were what we were required to memorize thoroughly by school and Sunday school teachers of the old régime?

To return to the history class—for the next lesson I wrote a few questions on the blackboard, to be answered from memory, in their own words, of course, not in those of the book. I had no hope at this time of giving them topics to “discuss.” It was actually two or three months before I heard a satisfactory recitation. Painfully we read the lesson in class. I say “painfully,” and mean it. It could not have been more painful to the children than to me, though it was less so in history than in the reading lesson, where I was compelled to be present at the butchery of stately Prose, and worse still, of lovely Poetry. Painfully they read, painfully I explained, and the next day they tried to recite from memory—poor little undeveloped memories that had never been exercised! At this rate, of course, we could make little progress. The preceding teacher had taken a class through the book of six hundred pages in seven months, besides their carrying six other studies to a successful “completion.” I dragged my class through a third of that book, and thought myself lucky to do that.

It must not be supposed that I did not attempt to make the study attractive. We dramatized, though crudely enough, the great scenes of our history, and I searched for brightly-colored pictures to illustrate them. I read and told the children the great “hero stories,” and tried in every way to awaken their interest. But as for taking them through the work required, the process really was akin to dragging!

I had heard much complaint in the County and State, among educators and in the public press, of school children cheating in examinations. The awful demoralization of cheating! But where children have been treated as they were in this school, what in the name of common sense can they be expected to do? If there is no memory work in class, what can be done in

examination except cheat—if there's a chance? If there is to be no memory work, why have examinations? I have been told that the teachers themselves have been taught in the same way in some of the high schools of this county. Certainly not much can be said for a high school that will admit pupils and let them continue in high school work, who are no better prepared than those of eighth graders of mine would

have been—if I had promoted them. The "graduates" of the Little Red Schoolhouse do sometimes make fine records in high school, even in the region from which I write. They are bright individuals, capable of overcoming the disadvantages under which they labor. More commonly there is complaint that high school students from the rural districts are not prepared to do satisfactory work.

RELATION OF SCHOOL LIFE TO OCCUPATIONAL LIFE

BY OWEN R. LOVEJOY

(Abstract of an address given May 21, 1923, at National Conference of Social Work.)

WE NEED to define child labor, then to outline the kind of educational opportunity we think children need, and then to try to relate the two.

I. We distinguish between "child labor" and "children's work." The hardest thing to do with a child is to keep him idle; he is part of that cosmic force that keeps always on the move. He should not be stopped—he should be guided.

Society has suitable tasks for little children—tasks which shall develop their bodies, their minds, their imaginations, their moral conceptions and their esthetic natures. But Society does not put children to these tasks. On the other hand, it condones a system of exposure of children to labor. The net result of our abstract condemnation of child labor is an army of over a million child workers in whose case it doesn't matter very much what kind of school system we have in America—for they get none of it. All our discussions of vocational education, manual training and apprenticeship systems, of work-study-play curricula, etc., are beside the mark when we realize that more than a million children are not in school—they are at work.

II. The kind of school *does* matter, for obviously one of the most potent agencies in the cure of this evil is the school itself. Children have many dislikes, and among the chief of these is the dread of being bored to extinction.

The education of the whole child should be the goal. This means a practical and not an exclusively theoretical training. But

we object to the efforts in certain quarters to segregate the children of manual workers and give them the kind of education which is supposed to be infallible in fitting the child to follow in the industrial footsteps of his parents. To teach children to think, to develop vision, to develop social appreciation, as well as to teach them to earn a living—these are the greatest tasks before the educational forces of our country.

III. Granted, then, that our educational system needs many improvements, the question still remains how to connect the two—how to relate the American school to our army of child laborers.

Education must be undertaken as a national enterprise. If a community, a county or a state has the right to invade a private home to compel children to go to school, then the United States Government has the right to invade the state that refuses to produce its quota of educated citizens.

School delinquency figures coincide almost universally with child labor figures. Child labor is most prevalent at precisely the point where our educational system most completely falls down—in our rural communities. Our system of rural schools is pitifully inadequate.

When we come to recognize that the welfare of the child both as a citizen and as a factor in our social and industrial future is the one desideratum, then we shall develop a comprehensive program of child welfare that shall guarantee not only the emancipation of our child laborers, but also the emancipation of our educational system.

INEFFICIENT SCHOOLS

BY DAVID L. OBERG

Principal, Junior High School, Petaluma, California

NOTE.—“As school people, we need to recognize all the factors in the problem. There is a tendency to gloss over and overlook the shortcomings of school people. I feel one of the biggest factors in the problem is that of educating educators.”—D. L. O.

AGREE heartily with the person who tells you the schools of to-day are not 100 per cent efficient. Tell him they will not be for a long time to come. So long as education is viewed only as the process of imparting a certain amount of information so long will our schools continue to muddle along. Time, money and energy will continue to be wasted.

SOME REASONS FOR INEFFICIENCY

I. *Teachers*—must frankly admit the tendency to be “a separate and peculiar people,” “deep in books and shallow in life,” as Mr. Brittin expressed the thought at a teachers’ meeting. Until teachers see education in a larger way, larger results will not be forthcoming. Through their associations and in other ways they must work to eliminate the “hireling and jobcentric pedagogue.”

We can congratulate ourselves upon the fact that teachers almost without exception are coming to see education in the larger way.

II. *The Parent*. Again we must be frank. A small percentage realize that they are the first and greatest teachers of the child and are performing their duties as good Americans should. Children coming from such homes do effective school work.

A second, though very small percent, are not only indifferent but hostile. At the dinner table, among friends and where not, they criticize destructively. No one can estimate the damage wrought by these individuals.

A third per cent, which represents the majority of parents, are good Americans though not fully awake to the power and possibilities of education. Life to-day is complex and education has made tremendous strides within the last decade or two. The mass of the people do not change their views, opinions and impressions within a year or two. A decade or more is required. This class is gradually beginning to see

that they have a responsibility for the success of their schools. When all parents will give the hearty co-operation that many are now giving, the returns from the educational dollar will double, if not treble. The gain in happiness and satisfaction can’t be measured in money.

FUTURE HELPS AND HOPES

Soon the organization, like the individual, that is not doing something for the child, will be classed as backward and slow. Under the splendid leadership of such organizations as the Exchange Club, the Rotary Club, the Masons and the Knights of Pythias, the Chamber of Commerce and many others, movements are being organized and carried on that give promise of a better day for the individual child and for the State.

A FEW SUGGESTIONS

Everyone, whether a member of an organization or not, can help, in one of these ways:

I. The Boy Scouts’ and the Camp Fire Girls’ programs will fill in the many leisure hours of the boy and girl.

II. The Parent-Teacher Association needs your help in conducting its campaign of education, by education and for education. “A half dollar and whole-hearted desire to serve your community and its public schools” is the only requirement for membership.

III. The Book Movement. Many centres are asking the public to donate books for the school libraries. Few people realize how inadequate and poor are the opportunities to secure good books in many towns.

IV. Good Films: The P.-T. A.’s work in this direction needs no comment.

The above are only a few of many suggestions: Truly “the harvest is white and the laborers are few” considering the amount there is to do. Will you help?

THE VISITING TEACHER

BY GERTRUDE V. GATH

Visiting Teacher, Springfield Public Schools; Mass.

THE Visiting Teacher has been made possible to Springfield because the Board of Education of this city accepted the plan of the National Committee on Visiting Teachers operating in affiliation with the Public Education Association through the co-operation of the Commonwealth Fund.

What is the Visiting Teacher? The Visiting Teacher is required to have had training and experience as a teacher and also experience as a social case worker. Her particular charges are the individual children who, for some reason, have not fitted into the school curriculum and have become individual problems to the regular teaching staff. These children may present problems of scholarship; they may be either the retarded children or the bright and precocious children; they may be the conduct problems of a troublesome nature; or they may be problems which show neglect of the child or other home difficulties. The Visiting Teacher studies the fundamental difficulties underlying the case, and, through better co-operation of home and school, makes adjustments which will meet the needs of the child's limitations. Because of the nature of the Visiting Teacher's work her time is taken up with home visits and meeting parents, in establishing conferences with the child and the teacher, and with establishing co-operation with social agencies, referring to them in all instances cases with which they are particularly fitted to work. Frequently the Visiting Teacher is able to change the attitude of the child toward his school work. Sometimes her work is to bring back to a teacher a better understanding of the individual characteristics of the child through information gathered in the home, on the playground, or through other agencies interested.

Springfield has proven a very interesting and responsive community in which to demonstrate this work. Many children have

been referred to the Visiting Teacher, among them a small boy of ten years in the fourth grade. His teacher stated that he was slow and retarded in reading, and in fact could not do first-grade work in this subject. However, he was particularly bright in arithmetic and always stood at the head of his class. His other subjects were good if they involved no oral reading. He presented no behavior problems nor home problems of neglect or poverty. His school history showed that he had always been slow and retarded in reading, but his other academic work was good. He had always been passed with his class, but no teacher had found the fundamental difficulty in his reading. His parents were worried for fear he was a queer boy. They were willing to co-operate in anything that might be helpful for the child. He was frequently heard to say at home that he could not read, and when asked to do so he hesitated and seemed afraid to try. A mental examination by a psychologist showed that he was a normal boy, that his comprehension was good, but that he had lost confidence in his own ability. At home his parents had looked upon him as lacking ability to read and did not encourage him, while at school his slowness had left him far behind the other pupils. The result was a boy who was not making an effort because he thought he could not. The Visiting Teacher, through securing the interest and co-operation of the parents and teachers and personal encouragement of the boy, is gradually breaking down this false idea in the boy's mind. This is being done through a plan whereby the teacher gives him a ten-minute reading lesson from a primary primer, while the parents are working with him at home from a supplementary primer. The boy is being held in his class, and is already showing improvement in his reading, and is avoiding the risk of getting used to being a failure.

Another case is that of a little girl who

is bright and could stand at the head of her class, but has a tendency to become inattentive and apathetic, particularly after lunch. Here the home conditions are responsible. She is an only child, both parents work out of the home, the father indulges this child, and she shows every evidence of being spoiled. Her lunches consist of vanilla wafers and bologna, bought with the ten cents which is given her every day. Here again the interest of the parents was secured. The parents were shown that her lack of interest in her school work was a result of allowing the child to continue such a harmful practice.

Arrangements were made with the mother to provide better lunches for the little girl.

The Visiting Teacher work had its beginning in New York City in 1906, where it was first started by a private social agency. Since then the work has spread, until now many of the larger cities have such departments as part of their school system. This year the work was extended to many other cities under the National Committee on Visiting Teachers.

Further information can be received from the National Committee on Visiting Teachers, affiliated with the Public Educational Association, 8 West 40th Street, New York

THE VALUE OF ART TEACHING IN PUBLIC SCHOOLS

BY JAMES PARTON HANEY

Late Director of Art in the High Schools of New York City

THE art training of the public schools should be a practical training touching closely the needs of the community; it should aim to cultivate taste and apply that taste to the homes, the dress and the business of those it trains.

A mistaken idea is to hold that art is the business only of the artist. As a matter of fact, principles of art touch every individual and are used more or less consciously by all. The housewife must decorate her home. She may use the principles of decoration well or ill, but use them she must, in the adornment of her house, in her dress, and even in the flowers which she plants in her garden or hangs in her window boxes.

The business man cannot escape from the use of art's principles for a single day. If he would "dress" a shop window, get up a circular, design a letterhead, or arrange a newspaper advertisement, he must consciously or unconsciously use the rules which art has devised in design, color and arrangement.

Art is not for "the few." It is for "the many," for the many have to use it. It is not held that the training of the public schools will produce artists, but it is held that it will raise the standards of taste throughout the community. We cannot have people with high standards without an effect on trade. People who know better

things, demand better things. Thus the art teaching of the public schools has a practical relation to the business interests of every community.

Besides this, there is a civic value in art teaching. One cannot raise standards of taste without raising standards of appreciation. The man or woman who strives to make his house better takes pride in having his town made better. Every civic "booster" knows that there is nothing which stimulates the interest and pride of citizens more than a consciousness of the growing beauty of the town in which they live.

Thus the spiritual value of art training goes with its practical value. Many of those who cannot see the spiritual worth can see the practical worth. One of the surest evidences of the broadening realization of this lies in the fact that every progressive community throughout the Union is using art training in its public schools as a means of advancing community interests. The reason is plain. One cannot change, materially, the taste of a people already grown up. To affect these standards permanently, one must begin with the children in the public schools. Art teaching is not a fad, it is an economic question with an economic reward to every community that realizes this and forwards the art work of its schools.—*Reprinted from Everyday Art.*

LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS

THE Declaration of Independence and the preamble of the American Constitution state plainly the objects of the separation from Great Britain on the one hand and the advantages which it was expected would be attained through the establishment of the Federal Government on the other. They may be summed up in the words "life, liberty, and the pursuit of happiness."

Organized government, then, in America means that individuals are entitled to protection from assault, arrest, and invasion of property, except as provided by law. It signifies that in this country one may pursue any occupation or pleasure so long as it does not interfere with the rights and privileges of others. It means that individuals are entitled to innumerable advantages and comforts provided by public agencies such as schools, good roads, sewers, light plants, and water systems.

For these purposes and innumerable others every man, woman, and child in the country, directly or indirectly, contributes to the expenses of the Federal, State, and local government. The bill is small for the services and the advantages which are secured. Indeed, no country in the world offers so great returns for the taxes which are levied and collected.

Occasionally the Government does not seem to provide a remedy for all the difficulties of public concern and interest or it may be that justice is secured only after longer delays than seem necessary or justifiable. Consequently there arises sharp public criticism and even discontent.

Such situations may be attributed to one or both of two causes. Either the people through their representatives have not conferred sufficient authority and provided ade-

quate legal means to meet the situation or the governmental officials are lethargic in performing their duty.

In either case the remedy lies with the people themselves. The blame can not be shifted because the people of the United States have undertaken to govern themselves. Through representatives whom they select at stated intervals and through the power of public opinion as formulated and expressed in the press and by discussion, the necessary governmental machinery must be provided and kept in effective motion. A democratic government to be effective presupposes individual duties as well as rights and privileges. To evade the duties is the best way of failing to secure a full measure of the rights and privileges.

It is impossible, however, for the citizen shareholders of the American Government to fulfill their whole duty to the Nation merely by good intentions and a patriotic attitude. National, State, and local problems confronting the Government are peculiarly complex. To solve them demands not only patriotism but intelligence. In such degree, therefore, as the citizens of this country bring to bear upon the solution of our social and economic problems an intelligent patriotic interest, to that extent and no more may we expect good government.

Popular education is, therefore, an absolute necessity in a democracy. Those who are interested in our form of Government for the blessings it bestows on each individual in the country as well as for the example it sets to the rest of the world should realize that its preservation and development depend on popular education. Patriotism and good schools are inseparable in this country.

"I believe, and an increasing number of other people are beginning to believe, that education lies at the root of happiness for every people. Worthy education is impossible where inferior teaching forces are employed, and only inferior teaching forces can be secured where inferior pay is offered. Where teaching is inferior good government cannot be expected."—*H. A. L. Fisher, Minister of Education for Great Britain.*

Questions For a Mother to Ask Herself

Is My Child Disobedient? Why?

Do I make sure that he understands what I want him to do?

Do I neglect my part in seeing that he does what he is told to do?

Do I change my mind because he frets about doing what he is told to do?

Do I excuse or punish for disobedience according to my convenience or mood?

Do I punish a disobedience today and overlook it tomorrow?

Do I bribe him to do as he is bidden?

Do I speak of his disobedience before him, saying, "Johnny never does as he is told"?

Do I tell in his presence of my inability to manage him: "I can do nothing with Johnny"?

Do I condemn him for disobedience but fail to give him a word of appreciation when he is obedient?

Prepared by

MARGARET J. STANNARD

EMILIE POULSSON

MAUDE LINDSAY

NOTE.—This is the first in a series of leaflets prepared under the direction of Margaret J. Stannard, of the Garland School of Homemaking. They were first used for distribution at the Child Welfare Cottage maintained during the war by the city of Boston. Local associations are urged to reprint these leaflets and distribute them among members.

EDITORIAL

PAST THE AMATEUR STAGE

EVERYTHING that exists has grown out of a need. There are many evidences of a need for a trained parenthood.

Stuart Hay, writing for the November *Good Housekeeping*, says: "There is no question whatever but that parents these days are being brought up wrong. Some day when I have nothing else to do I am going to organize a new society, the A. B. U. P.—Association for Bringing Up Parents. I know it will be successful from the very start. If only half the young people whose parents do not understand them join, it will have a whaling big membership, and I am not at all sure that most of the puzzled parents will not hasten to apply for membership."

The contemporary press backs up the need for an A. B. U. P. "One million children between the ages of 10 and 16 were employed in January, 1920, of which one-third were from 10 to 13 years old. Since that time twenty cities out of thirty-one have reported increases, five cities reporting 100 per cent increase." These are the figures of the Children's Bureau.

Do well-trained parents allow half-grown, undeveloped children to leave the home, the school and the playground to enter industry?

"Divorces are granted in the United States at the rate of one every four minutes," Judge W. H. Thomas, of California, has calculated.

Are we training our young people, who will be the future parents of the country, that the true happiness and well-being of the home are dependent upon choices carefully made and marriages wisely contracted?

In a New York paper we read this:

"Refusal of her stepfather to pay a hospital fee of \$165 for her treatment at Ellis Island, caused the deportation today on the Conte Rosso of Marie Tacovelli, seven

years old, and deprived her of her chance to spend Christmas in this country with her mother and brother and sister.

"Clasping a doll to her bosom, the little girl wept bitterly. She left without any farewells from her relatives."

Were these good parents?

A well-known dentist in a fashionable section of a large city keeps in a drawer near the patients' chair a generous supply of cigarettes, because young society girls are unable to sit through a one-hour appointment without taking a smoke or two.

What kind of a mother will a nicotine-soaked girl be?

The State Department of Health in Connecticut states that one out of every twenty-six persons reaching adult age in that state becomes insane.

Must not a trained parenthood be added to a trained profession of medicine and a trained school administration before the race can be protected from the curse of disease, insanity and imbecility?

These few illustrations show the wisdom of the importance always placed by the Mothers' Congress upon the need of a special training for fathers and mothers, as well as for all the other people who help to educate the child.

The general subject of our next National Convention is this very one of trained parenthood. We are logically the organization to bring the idea above the threshold of the public consciousness where it lies alive but dormant, under a mass of bridge, Mah Jong, movies, cosmetics, money making and other impedimenta just temporarily obstructing a clear vision of essentials.

It is what happens every day and all the time in the family that makes or breaks our race development and our national life.

HIGH SCHOOLS

The unprecedented gains in public secondary education open a large field for

parent-teacher work where the contacts between the home and the school have been few and far between. There are more than six times as many public high schools now as there were in 1890; more than seven times as many pupils in them; more than eight times as many teachers.

The *News-Tribune*, of Tacoma, Washington, comments on a high school Parent-Teacher Association as follows:

"The Parent-Teacher Association in a Michigan city admits to its membership high school pupils as well as parents and teachers. Its opinions, therefore, ought to be based on an all-round understanding of any given situation or need. For this reason it is particularly interesting to find the organization reiterating the oft-mentioned fact that the high school children should have fully eight hours' sleep at night.

"In order to enable pupils to get to bed at a suitable hour it recommends that

parents limit the number of organizations to which their children may belong; that they insist that meetings, entertainments, etc., of these organizations shall take place on Friday or Saturday nights, so as not to interfere with home study; and that a quiet place in the home be provided for such study. Furthermore, they recommend that the teachers themselves see that pupils do as much studying as possible during study hours in school so that home work need not be excessive.

"From persons most pessimistic about the young people of today one hears that parents and teachers have little to say about the school life or the number of hours of sleep of boys and girls in their teens. It might cheer those persons greatly if a census were taken of the homes in which sane parents are raising normal children in friendly co-operation with sensible school authorities." M. S. M.

THE EDUCATION BILL WOULD

1. Create a Department of Education with a Secretary in the President's Cabinet.
2. Create a National Council of one hundred representative educators and laymen.
3. Encourage the States, by Federal aid, to meet five educational needs of National importance:
 1. The removal of illiteracy;
 2. The Americanization of the foreign-born;
 3. The promotion of physical education;
 4. The training of teachers;
 5. The equalization of educational opportunities.

The accomplishment of these five great purposes would infinitely strengthen our schools. They can be most effectively accomplished through Federal aid and encouragement. None of the provisions of the bill would result in Federal control of education. The bill provides in the most specific terms for the continuance of State and local control of the schools. Section 13 states:

"That all the educational facilities encouraged by the provisions of this act and accepted by a State shall be organized, supervised, and administered exclusively by the legally constituted State and local educational authorities of said State, and the

Secretary of Education shall exercise no authority in relation thereto; and this act shall not be construed to imply Federal control of education within the States, nor to impair the freedom of the States in the conduct and management of their respective school systems."

The bill also provides that all Federal funds apportioned to a State under the act "shall be distributed and administered in accordance with the laws of said State—and the State and local educational authorities of said State shall determine the courses of study, plans, and methods for carrying out the purposes" for which the Federal money is provided.

NATIONAL OFFICE NOTES

BY FLORENCE V. WATKINS

The December issue of *Hygeia*, published by the American Medical Association, 535 N. Dearborn Street, Chicago, Illinois, has several interesting and valuable articles to those P.T.A. studying health: "Basketball—A Sport for Health," "What Does Your Baby Put in His Mouth?" "The Nervous Child," "Our Indoor Deserts," and "Mobilizing Against Tuberculosis."

The Jewish Center, published by the Jewish Welfare Board, New York City, for December, has two unusually good articles, "The Campfire Girls" and "The Girl Scouts."

The Bureau of Education, Department of the Interior, Washington, D. C., has just issued another excellent Reading Course for Parents: "Pathways to Health," by Harriet Wedgwood, acting chief of the Division of Physical Education and School Hygiene. Every P.T.A. worker should secure a copy. The price is 5 cents. The Bibliography is divided into several sections—A, The Pre-School Child; B, Nutrition; C, The School Lunch; D, Healthful Play and Activity; E, Helps in Judging the Child's Physical Condition.

Looseleaf Current Topics, issued every school week at 1125 Amsterdam Avenue, New York City, costs 80 cents a year and includes free pressboard notebook covers and free question-and-answer service for subscribers. This is only a 4-page leaflet, but it is packed full of information about what is going on in the world about us. It is useful for class study for clubs and associations.

In the *American Educational Digest* for November, 1923, published by the Educational Digest Company, 16 E. 17th Street, New York City, is an excellent article on "Weaknesses and Needs of Public Schools." In this article over 500 leaders of civic clubs tell how they think these weaknesses may be overcome. Full of helpful suggestions to all interested in educational problems. Another article in the same issue—"Perspectives in American Education" by W. D. Willard, Cashier of the First National Bank of Mankato, Minnesota, and a member of the State Board of Education—is one which should be read by every P.T.A. worker, especially by those who have read Dr. Pritchett's article on the subject. This article would make an excellent basis for discussion at a P.T.A. meeting.

In the Fiftieth Anniversary number of the *Woman's Home Companion*, 381 4th Avenue, New York City, appeared two articles of vital interest to all who are interested in international questions: "International Thought" by John Galsworthy, and "The Great Determination" by Margaret Deland. These have been reprinted in an attractive booklet. The ringing call to each and every one of us should be read by all parents and teachers.

In the *Foundation Forum*, conducted by the Buffalo Foundation, 1028 Marine Trust Building, Buffalo, New York, is the abstract of an article by Dr. Geo. D. Strayer, of Columbia University, New York City, which is receiving the attention of educators all over the United States. It is discussed by Mr. Willard in the *American Educational Digest* mentioned early in this column. Try to read the two together, parents and teachers! Dr. Strayer's address was published in full in a previous issue of the *American Educational Digest*.

The December Bulletin of The Federation for Child Study, 242 W. 76th Street, New York City, contains in its supplement "A Selection of the Season's Best Books for Children," which will be invaluable to libraries, and to parents who are looking for the best books for their children. In the list the titles are arranged under such headings as: For the Nursery and Younger Readers, New Editions, Folk Tales, Fairy Tales, Nature and Science, Biographies, Plays and Games, History and Travel, Fiction, Bible Books, Verse, Music, etc.

When planning your programs for the year don't forget that excellent book recently published by the American Child Health Association, 370 Seventh Avenue, New York City, "The Runabouts (Children from 2 to 6 years) in the House of Health." Price 5 cents. It is most attractively printed and illustrated. It contains also, on a separate sheet which may be hung on the kitchen wall for the convenience of the busy mother—"A Week of Meals for Children from Two to Six Years." This menu is varied and contains the foods the young should have. The booklet also contains "A Book Shelf for Fathers and Mothers" which gives a list of a few of the best books on such topics as nutrition, mental hygiene, sex education, teeth and recreation. Many are inexpensive.

In a letter received from the vice-president of the Ontario School Trustees of Ratepayers' Association of Canada, says: "I write you now for a report of your recent Convention for publication in the *Canadian School Board Journal*. This 'Journal' represents a movement that is unique in Canada. We have School Trustees Associations in all the Provinces of Canada, where the members of School Boards come together in County and Provincial Conventions to study the administration of our schools. The Provincial Conventions vary in numbers from a few hundred to two thousand. This 'Journal' is the property of the Ontario Association, and published to give information regarding educational progress throughout the world. The members of our School Boards, as well as those of the Home and School Clubs of Ontario, will, I am sure, appreciate a report of the success of the Parent-Teacher Movement in the United States."

Is it not inspiring to have our neighbors across the border so interested in what we are doing?

The North Carolina State Convention was held this year at Winston-Salem. In the *Twin City Sentinel* of November 6, appeared an editorial which said:

"The people generally of Winston-Salem are glad to welcome to the community as guests for the next two days members of the North Carolina Parent-Teacher Association.

"The women here for this meeting come from all sections of the state, and they come with the consciousness that they are engaged in a vitally important work closely related to the future well-being of the state.

"The Parent-Teacher Association movement is comparatively new, but it is growing rapidly.

"It is based on a recognition of the fact that there should be a constantly closer relationship between parents and teachers to the end that there may be maximum efficiency in the educational work being carried out in various communities.

"It is perfectly obvious, we think, that there cannot be that maximum efficiency as long as there is misunderstanding, or lack of the proper degree of sympathy and co-operation, between parents and teachers and school officials.

"The whole movement is one looking to service to the child of today, the citizen of tomorrow, through the largest possible degree of sympathy and understanding and interest between the various factors having to do with the training of the child.

"The importance of the subjects being considered and the personnel of the delegates here to consider them gives abundant assurance that the convention cannot fail to be a notably profitable one."

Is it any wonder the P.-T. A. is growing rapidly in this State?

Articles in *The World's Health*—a monthly review published by the League of Red Cross Societies—are not copyrighted and societies, or publications, are welcome to reprint or reproduce material (in any issue), but it is requested that

acknowledgment be made. It is published at 2 Avenue Velasquez, Paris, France, and costs 10 cents per copy. The October issue for 1923 has an unusual number of fine articles. All teachers will enjoy "Dear Friends Abroad," which describes an album sent by the pupils of a Paris Communal School to the pupils of a Chicago High School. Perhaps no other article will be so interesting to P.-T. A. workers as the one by Theodora George on "The World Education Conference." Each one should read it.

Mrs. Reginald DeKoven, wife of the composer, has just issued a book which is written in a most attractive and usable style—"A Primer of Citizenship." This book would be excellent for study in any club whose members were interested in a brief history of the U. S., the development of government, the functions of the various departments of the government, and the duties and responsibilities of citizenship. Both the adult and youth would profit by its perusal.

The Thomas Y. Crowell Company has just issued a most timely book "Child-Labor and the Constitution." Now that an amendment to the Constitution is being considered which will give Congress power to deal with the problem of child labor, such a book will be helpful to both congressmen and citizens. The book is written by Raymond G. Fuller, Executive Director of the Helen S. Trounstone Foundation (for Social Research). As the author was formerly director of research and publicity of the National Child Labor Committee, he is in a position to be able to speak authoritatively upon the subject. Dr. John H. Finley, former commissioner of Education of the State of New York, has written the introduction. Of the book, Dr. Finley says: "Here is a dispassionate and sympathetic discussion of the child-labor question. It is the most intelligent and constructive that I have heard or read." The price is \$2.50 net.

NEWS OF THE STATES

DISTRICT OF COLUMBIA

Plans are under way to obtain a building as headquarters for the District of Columbia branch of the National Congress of Mothers and Parent-Teacher Associations. A simple and inexpensive building is desired. The headquarters for operations will be located there and a child welfare information bureau will be established, where mothers or prospective mothers may come for information. It is planned to have in the building a supply of pamphlets from all the child and mother welfare organizations.

One hundred dollars for the building have been raised, and a Christmas sale was conducted at the Ebbitt Hotel, November 14 and 15, to raise more money.

A few years ago when the Parent-Teacher work in the District of Columbia was just beginning to be organized and the total membership of the state branch was between 500 and 600, we started our clothes conservation work. At first we gave made-over and mended garments to dozens of school children; then, in answer to many appeals,

we began to give shoes which had been repaired from the worn ones collected from our members. This work has grown just as our organization has grown. Formerly there were only twenty schools with well organized Parent-Teacher Associations; today there are about sixty and our active membership is over 6,000.

The work of the Mothers' Congress has been to see that children have the necessary requisites to enable them to continue in school. Whenever a child has had to stop school because of insufficient clothing, the organization has supplied the clothes needed. This has been done without asking any questions or making investigations to determine the financial position of the child's parents.

Mrs. Fraser, clothes conservation chairman, has moved into her new headquarters and she expects every school association to select one day each month when one or more of its members will be in charge of the room. Mrs. Fraser wants the room open from 10:30 till 4 o'clock every day, except Saturday, when it will be open a half day.

It has been said that "What you wish to have

in the nation you must put into the schools." It is with this idea in mind that the thrift banks have been started in the schools. The District of Columbia Congress of Mothers and Parent-Teacher Associations is fortunate in having for its thrift chairman Miss Dilger, the principal of the Brightwood Park School.

Many of our teachers have some very clever ideas which the general public should know. For instance, in the Henry-Polk School the principal has a beautiful silk flag, which is presented each week to the room which has the highest percentage of milk drinkers. Another idea in this same school is to pay some kind of honor to each room where all of the pupils patronize the thrift banks.

The Congress Heights Mothers' Club has been given permission to meet in the teachers' room.

Mrs. Albert Baggs was general chairman for the Christmas sale, which was a "Rainbow Fête."

The main room was arranged in the rainbow colors, which were carried out in the different booths, each of which was a special feature. At one end was toyland, where everything dear to the heart of the children was on sale; at the entrance to toyland were two wishing trees, one for boys and the other for girls. At the other end of the room was the Chinese tea garden where the tired visitor could seek rest and refreshment. There was continuous entertainment in the tea garden.

One of the effective ideas in the fête was the hope chest. This was a real cedar chest, which was filled with the articles every girl collects for the happy day when she furnishes her own home. Mrs. E. W. Patterson had charge of this feature, and every school association contributed at least one article to go in the chest.

IDAHO

THE 1923 CONVENTION AT POCATELLO

It was generally agreed that the 1923 Convention was one of the best that has ever been held in the State. The program was practical; there was an enthusiastic attendance and the delegates agreed that much benefit had been received. It is always a regret that every member cannot be present at these meetings. Pocatello entertained royally with music, receptions, banquets and drives.

Important addresses were made by the following persons: Superintendent W. R. Siders, of the Pocatello schools; Mrs. D. G. Ruby, of Caldwell, who spoke on the History and Origin of the P.-T. A., its Purpose and Need; Mrs. Eva McCoy Blue, of Gooding College, who gave an address on Community Life and the Child; Mrs. C. E. B. Roberts on the Parents' Problem in the Modern Home.

The following resolutions were adopted:

Resolved: That the Idaho P.-T. A., go on record as favoring the reading of the Bible in the Public Schools.

Resolved: That the State Board of Education be requested to remove from the schools of Idaho all unpatriotic histories; as well as the histories that speak of the Declaration of Independence in the past tense, and those which attempt to formulate for this nation its future foreign policy.

Resolved: That we earnestly request the State Board of Education to consider carefully plans of teaching the Constitution of the United States, as provided in the new law, so that the children of

Idaho will venerate and respect the Constitution, which is the intent of the law, rather than lose this object through un-American texts.

Resolved: That this organization support the Welfare Bureau of the State of Idaho in its efforts to standardize motion pictures so as to eliminate all views tending: 1. To cast disrespect on our Constitution and laws and to ridicule law-enforcement officers; 2. To invite the child's mind to the commission of crimes; 3. To create disrespect for the home and the sacredness of the marriage relation; 4. To subtly suggest immorality; 5. To ridicule ministers of the gospel, and to deride religion.

Resolved: That the Parent-Teacher Association realizes the importance of our Federal and State prohibition laws; that we call upon the families of this state to discourage, in every possible way, the making of home brew.

It is the sense of this organization that all children should be compelled to attend school until they have passed the age of 15, whether or not they have completed the eighth grade or are eligible to enter the High School:

Be It Resolved: That we endorse an amendment of the law to read as follows: "In all districts of this state all parents, guardians and other persons having care of children shall instruct them or cause them to be instructed in reading, writing, spelling, English grammar, geography and arithmetic. In such districts every parent, guardian or other person having charge of any child between the ages of 8 and 18 years, shall send such child to a public, private or parochial school for the entire year during which the public schools are in session in such districts;

Provided, However, that this article shall not apply to children over 15 years of age where its help is necessary for its own use or its parent's support or where for good cause it would be for the best interest of such child to be relieved from the provisions of this article; etc.

ITEMS GLEANED FROM REPORTS SENT IN TO THE STATE OFFICE AT THE CLOSE OF THE SCHOOL YEAR, 1922-1923

\$3,101.86 was raised by Idaho P.-T. A.'s and all spent on school and playground equipment. \$587.22 was raised by Twin Falls P.-T. A.'s for the serving of hot lunches.

24,770 hot lunches were served to pupils.

Five pianos were purchased. Three associations served milk to undernourished pupils. One association painted and tinted the school house, the members actually doing the work themselves. One hundred books were purchased for one school which did not have a library. Many furnished Xmas trees for the children.

IOWA

STATE CONVENTION SETS NEW HIGH MARK

"Bigger and better than ever"—that old phrase truly describes the twelfth biennial convention of the Iowa Parent-Teacher Associations at Sioux City, November 6-8. The meeting reflected the great growth of the organization in Iowa in the past two years from 12,000 members to about 24,000. More than 250 delegates attended and they came early and stayed late. The program was strong, with many speakers of national prominence, and it presented the big features of the parent-teacher movement. Through this conven-

tion ran a strain of harmony and good will which has been characteristic of the state work in its growth. There was also expressed a fine spirit of co-operation and an intent to build even greater in the coming biennium.

Sioux City's hospitality was another feature of the convention. The arrangements for the meetings were excellent and enough entertainment was provided to make the labor of the convention less arduous.

In its closing session, the convention honored the outgoing president, Miss Carolyn Forgrave, and presented her with a beautiful bouquet of flowers. It also gave greeting to the new president, Mrs. F. W. Beckman. In the closing session the appearance of a convention birthday cake, with 12 candles to commemorate the 12th session, stirred enthusiasm.

The list of speakers included Mrs. Fred Dick, of Denver, director of the Child Welfare Bureau in that city; Supt. M. G. Clark, of the Sioux City schools; Miss May E. Francis, state superintendent of schools; Mrs. Max Mayer, chairman of the legislative committee and state chairman for American citizenship for the Iowa League of Women Voters; Mrs. Chas. E. Merriam, of Chicago, chairman of the Better Films committee of the National Congress; Dr. Hornell Hart, State University of Iowa; Mrs. Isaac Lea Hillis, honorary president and founder of the Iowa Congress; Dr. E. D. Starbuck, State University of Iowa; Mrs. Julia Robinson, secretary Iowa Library Commission; Prof. E. H. Lauer, State University of Iowa; Mrs. Ralph Cain, State University of Iowa; Miss Anna Drake, state director of Health Service; Mrs. D. Pirie Beyea, Chautauqua lecturer; Prof. Macy Campbell, Iowa State Teachers' College.

The banquet Wednesday night was an enthusiastic occasion, presided over gracefully and efficiently by Mrs. A. O. Ruste, former president of the Iowa Congress.

The various conferences on P.-T. A. work were well attended and discussion was lively, reflecting a keen interest in the development of better organization methods.

Some of the reports and addresses are reported in abridged form in the Iowa Bulletin. Others will be presented in later issues.

FATHERS ARE PLAYING THE GAME

More and more fathers are taking an active part in Parent-Teacher Association work. That is indicated by reports from all sections of Iowa. In many clubs they are serving as officers. Central School P.-T. A. of Ames, with a membership of about 300, has a father, J. B. Spiegel, for president and he is doing a good job of it. Several fathers were registered as delegates at the Sioux City convention. Two pairs of fathers and mothers attended all of the convention sessions together. Mr. and Mrs. Stone, parents of six children, saved up their vacation time to use it for attendance at the biennial.

AN EXECUTIVE SECRETARY ON HALF-TIME BASIS

We are happy to announce that the rapid growth and prosperity of the Iowa organization during the past two years have made it possible to employ an executive secretary, who will give half time to the increasing administrative details of the state work. It is fortunate that the executive board

has been able to secure the services of Mrs. Charles F. Pye, of Des Moines, our efficient state corresponding secretary of the past three years. She is deeply interested in the P.-T. A.; she understands it thoroughly; she has patience, sympathy and a capacity for hard work and will do much to strengthen the movement in Iowa.

Through the kindness of the president of the Iowa State Teachers Association, and her executive board, we are able to provide convenient office quarters for Mrs. Pye, with desk and other business facilities in the general offices of the State Teachers' Association.

MASSACHUSETTS

The new president, elected at the annual state Convention in October, is Mrs. E. V. French, of Andover. Mrs. French has long been associated with the work and comes to her duties with a full comprehension of its vast responsibilities and with high ideals about helping parents and teachers in their local groups.

The general subject of the convention was "The Safety of the Child" and it was treated from all points of view—street safety, mental safety, safety through sane recreation.

A unique feature was a "Junior Program." Never before have we had at a convention the point of view of youth as it looks at life—its social customs and its responsibilities. So fresh and normal and sensible and up-to-date were the young people who made up this program (each a recent graduate of school or college) that the afternoon was like a fresh sea breeze to reassure the worry of middle age that the world was not going so very wrong when it could produce such excellent results.

Round table conferences in all the departments of work drew large numbers for informal discussion of the most vital interests of P.-T. work. Mr. W. E. Jackson, of the Playground and Recreation Association of America and Mrs. A. B. Webber, State Chairman of Music, added much to the spirit and joy of the convention by introducing the element of recreation, community singing and fun. A new song sheet, which included P.-T. songs from other states, was effectively and pleasurably used.

In appreciation for her three years of service as president of the state association, the delegates and members assembled at the convention did great honor to Mrs. E. C. Mason, retiring president, by presenting her with a life membership in the National Congress.

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One of the earliest Parent-Teacher Associations in the country was formed by Julia F. Callahan in the school of which she is now principal in Lynn. On November 7, the 28th anniversary of its founding was celebrated by a dinner at the school hall at which 250 members, prominent city officials, and friends of the Myrtle P.-T. A. were present. Among the speakers were the mayor of Lynn, the superintendent of schools, Mrs. Milton P. Higgins, Mrs. David O. Mears and the state president, Mrs. French. All did honor to Miss Callahan for her fine and persevering work in building up an association which has been of great value to the city of Lynn. The association is responsible for the erection of the present modern ten-room building with an assembly hall seating 400 people.

If anyone knows of an older P.-T. A. may we not hear about it?

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On Mondays in January, at the office, 248 Boylston Street, Mrs. E. V. French received presidents of local associations, members and others who wished to discuss matters referring to the work of their associations.

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An interesting communication from Germany, via Dawes P.-T. A., of Pittsfield, asks if our National Association has moving picture films illustrating the aims and work of the association which may be exchanged on a loan basis for similar German films.

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A request has come to the office, through a P.-T. member in Attleboro, for information to help form P.-T. associations in Czecho-Slovakia.

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Douglas P.-T. A. has given a reception to teachers at its first meeting, a big community event, with a fine orchestra and a professional recreation leader for games. A health meeting was also held, which was addressed by three physicians from the State Board of Health, and followed by a free moving picture performance on health topics. As a result a nursing association will probably be formed in Douglas. A fund of \$250 has been started for playground equipment.

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Mattapan. Tileston Mothers' Club, affiliating this month, has an interesting home service bureau that ministers to various neighborhood needs. It provides all sorts of help in the cutting and making of children's clothes, in the exchange of outgrown nursery furniture, and in caring for children whose mothers are obliged to be away from home for a few hours. The club is planning a program for the year dealing with home economics in its various branches, feeding the family, clothing the family, keeping the family well, etc.

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Stockbridge P.-T. A. reports a most successful and interesting year's work, accomplished through the hearty co-operation and good will of teachers and parents. The teachers' rest room has been newly and comfortably furnished under the auspices of the P.-T. A. The town has co-operated by presenting a gift of \$200 to be used for hot lunches which have been served to school children throughout the year.

NEBRASKA

The Parent-Teacher Association arranged a very attractive booth at the State Fair in Lincoln. A competent committee was in charge to explain P.-T. A. ideals to those who would stop and listen. It was estimated that more than a thousand people stopped at the booth, and many signed their names in the register so that a good mailing list was secured.

The Lincoln Council of Parent-Teachers' Association took an active part in promoting the interests of the playgrounds during the summer. Through the co-operation of city and school authorities, nine supervised playgrounds were maintained. At one ground in a poorer section of the city, sessions were held morning, afternoon and evening; one other during afternoons and evenings and all others held evening sessions only.

The teachers in charge report an excellent spirit among the children and counting only those actually appearing at sessions and taking active part in some playground activity, the total attendance for the three summer months was 24,262.

College View P.-T. A. sponsored a Boy Scout troupe last year, and appointed a committee to look into school needs and confer with the Board of Education concerning them.

The Lincoln P.-T. A. Council has been very active. There are now twenty-one groups represented in its membership and regular meetings are held. Besides working for supervised playgrounds, they were active in securing uniform membership cards; in urging more strict traffic regulations for the protection of the children; and in urging the endorsement of the Towner-Sterling bill.

During the summer the Council sponsored a joint conference of the State Welfare and Hygiene Associations, the Home Economics and Extension Departments of the State University and Parent-Teachers' Association at which Dr. Caroline Hedger was speaker.

The second annual P.-T. A. convention in Nebraska was held October 29, in Lincoln. There were good attendances and very enthusiastic meetings.

The State President, Mrs. G. H. Wentz, presided. Governor Bryan delivered the address of welcome and paid high tribute to the work of the organization, declaring that he was willing to trust the child welfare work of the state to groups of parents and teachers.

Superintendent M. C. Leffler, of Lincoln, spoke of "Our Mutual Obligations" and emphasized the need of correlating the work of home and school. Mrs. Isaac L. Hillis, National Vice-President, of Des Moines, was present at all the sessions to give wise counsel, and spoke especially of the work of the Parent-Teacher Association.

At noon a luncheon was served at the Chamber of Commerce which was attended by many who could not be present at the regular sessions. Brief talks were given various subjects and Mrs. Hillis made a very eloquent appeal for "Peace, Not War."

Other fine addresses were given by Dean B. E. McProud, of Wesleyan University, on the subject "The Parent, The Teacher and The Community in the Problem of Developing Social Attitude," and by Mr. John D. Kennedy, of Omaha, on "Intelligent Co-operation in Education."

The State Executive Committee voted to stress rural and county organization during the coming year—and Nance county is the first to effect a county organization.

Many inquiries concerning the work have come from teachers and superintendents that indicate an awakened interest and we hope to welcome many new groups during the coming year.

The convention voted to request the authorities to provide a short course in P.-T. A. work in all summer sessions of Normal schools and universities.

We are not financially able yet to sponsor a paper, but it is hoped that a quarterly bulletin may be issued from the Bureau of Child Welfare and we are hoping that the evidences we have of awakened interest may result in an increase in the number of associations and a large membership gain.

NEW JERSEY

The twenty-third annual meeting of the New Jersey Branch of the National Congress was held in Trenton, October 31st to November 2d. The general topic of the convention was "The Fundamental Rights of Childhood." Under this, the six sub-topics: A Normal Home, Opportunity for Education, Recreation, Work, Spiritual Development and Special Care for the Exceptional Child were rather thoroughly discussed by means of addresses and conferences.

The opening banquet was attended by 311 members. Mrs. Drury W. Cooper, State President, presided and responded to greetings from the Mayor of Trenton, the City Superintendent of Trenton schools, the county Chairman of Mercer, the hostess county, and the Principal of the Trenton Normal School. A message was read from Hon. George S. Silzer, Governor of the State, expressing his regrets and tendering his appreciation of the Parent-Teacher program for the child welfare of the State.

It was the privilege of the Convention to entertain the Middle Atlantic Council of the National Congress on November 2d, when the afternoon program was entirely in charge of representative delegates of our sister states. Mrs. Frederic Schoff, of Philadelphia, Chairman of the Council, presided. Following a brief address of welcome by Mrs. Cooper, interesting reports of the activities and plans of the different State Branches were given by Mrs. John B. Cleaver, of Delaware; Mrs. J. M. Foulk, of Pennsylvania; Miss Stromberg, of Maryland; Mrs. Giles Scott Rafter, of Washington, D. C., and Mrs. Cooper, of New Jersey. Law Observance—Constitution of the U. S.—was the conference topic of the afternoon and some vital discussions developed, presenting many suggestions for specific action on the part of parents in the home education of children in law observance. Attention was called to the constant breaking of the law by allowing young people under the age limit to drive automobiles, attend motion picture shows unaccompanied, etc.

The evening program following the banquet was given to two addresses: "Law Observance"—its place in education, its meaning, its dangerous neglect in America and the whole effect on the children, mentally, spiritually and as citizens—by Dr. Calvin O. Althouse, of Philadelphia; and "Extension of Parent-Teacher programs through the State Summer Schools," by Dr. William Ackerman, State Director of Summer Schools.

The State President, in her message, said: "That parenthood is still following instinctive and traditional methods in the rearing of children, is proven by the fact, that of all children entering school, about 70 per cent are found to have from one to six or more physical defects. The glory of a nation lies in the quality of its citizens; and citizens are only children grown up."

Addresses, "The Continuation School Act of New Jersey" and "Present School Status of New Jersey" were enlightening. The statement, in the former, that New Jersey loses each year 18,000 boys and girls from her public schools because they are fourteen and can secure working papers, although only a small percentage of them have completed the eighth grade, struck hard on mothers' ears and every effort to remedy this condition will be made. It is with this problem that

the continuation school deals mainly. The latter address showed the present sources of revenue, its method of distribution, that the essential thing in any equalization scheme is the matter of well-trained teachers and that "the way out" is through standardization. "The aim is better schools, not lower cost," said the speaker. "The burden of support will not be found to be an intolerable one nor the problem an insoluble one to provide by taxation for the education of the child. It requires only that we stop talking about the glories of American education and that we get to work."

Two high lights of the second evening program were the addresses by President W. M. Lewis, of George Washington University, Washington, D. C., on "Recreational Education," and Mrs. Marietta Johnson, founder and principal of the School for Organic Education at Fairhope, Alabama. Both are inspirational and forceful speakers and from both, unafraid of tradition-breaking ideas and ideals and rich in initiative, poured forth suggestions for thought and action. Dr. Lewis emphasized the danger of backyard sports of former years being commercialized and urged more thought about good, normal American homes where the child is taught three things—the value of the dollars, the dignity of labor and the enjoyment of a workmanlike job. Mrs. Johnson also put the great needs of the child in a group of three—need of the body, for which every school should be a health center, need of the mind, found in providing an interest in the thing that appeals through the senses, and need of the spirit—sincerity and fearlessness—secured through the joyousness of the work of the school.

Contributing greatly to the success and completeness of the Convention, was the presence of our National President, Mrs. Reeve, who made a hurried trip from the Minnesota State Convention to spend a day with her "home state." Her address of the morning of Nov. 2d brought the work of the National and of the many states recently visited, close to us and set a goal of far reach for the year ahead. She stressed educated membership as one of our foundation needs and emphasized strongly the value of pre-school work.

Resolutions were adopted putting the convention on record as standing for every law for the betterment of home, child and community and opposing all legislation that tends to weaken home or community in its relation to the child; standing actively for legislation that will give equal educational opportunities to all children of the State, and supporting a constitutional amendment regulating child labor.

Of the 21 counties in the State, 20 were represented by official delegates, all with splendid reports of growth, increased activities, widening interest, and intelligence on P.T.A. purposes. Department conferences occupied several hours and the interest was greater than ever before.

Delightful music was furnished throughout the several days and evenings by members of the Trenton Parent-Teacher Associations and by the Trenton High School Orchestra.

State Congress prizes were awarded for increase in membership and enrolment of associations in County Councils.

Registration showed 468 official delegates, 18 Middle Atlantic Council guests and 113 visitors present.

OREGON

MRS. C. W. HAYHURST

The eighteenth annual convention of the Oregon Parent-Teacher Association, which was held in Medford, October 23 to 26, has passed into history as one of the best, if not *the* best, convention ever held in the state.

Seventy-seven delegates left Portland on a special train (the first woman's convention special train in the state) on the morning of the 23d, and by the time the convention city was reached, over 300 miles away, the number had grown to ninety-nine. At Eugene a delegation of fifteen came aboard, wearing most unique badges and singing appropriate jingles and giving lusty yells.

One hundred and sixty-six delegates were registered, which, considering the remoteness of the convention city, is considered a splendid showing.

Medford and Ashland proved delightful hosts. The convention theme was "An Informed Public."

The sessions were most inspiring and well attended. Different phases of child welfare were presented by experts. Juvenile Protection, by our own Miss Hays, State and National Chairman; Pre-School Work, by our Mrs. W. J. Hawkins, who talked of it in session and out of session; Legislation, by our own Mrs. C. B. Simmons, who is also a member of the state legislature; Scholarship Loans for school children was reported by Mrs. C. W. Hayhurst.

The Boys' and Girls' Club work report showed a splendid gain. Eight hundred and thirty-six clubs, with a total of 4,126 boys and girls enrolled, raised \$130,000 worth of produce. Nineteen thousand pints of fruit were canned by club members of Portland alone.

At the Health Conference, Nutrition, County Health Nursing and the application of the Shepherd-Towner law was explained. Dr. Estelle Ford Warner, director of the administration of the Shepherd-Towner law, reported that 62 child clinics in 26 counties have been held this past year, and that while Oregon's infant mortality is among the lowest, the maternal mortality is among the highest. Most of these mothers who give their lives live in the country, and the Shepherd-Towner Fund, which was supplemented by an appropriation of \$10,965 from the 1923 legislature, will be expended in the rural sections.

Social standards, community recreation, music appreciation, the exceptional child, children's reading, social hygiene, better films, and rural school problems were very ably presented by different speakers.

A new feature was a parliamentary drill.

The Organization and Efficiency Department presented a "mock organization" that proved an "intellectual frolic" and revealed splendid talent among the younger delegates of whom there were a goodly number present.

The program closed with an address by State Superintendent Churchill on "Co-operation."

Among the entertaining features were delightful auto rides to and from Ashland, twelve miles away, where an afternoon and evening session were held; an auto trip about Ashland and another about Medford. The reception and delightful program of the opening session, the teas following each afternoon's program, and the supper at Ashland were most enjoyable.

Bright sunny weather; the autumn colors of

the large orchards; the many hues of the foothills with the perennial green and white of the mountains beyond, all helped to make the total a splendid and enthusiastic convention.

* * * * *

In addition to the national resolutions, and those expressing appreciation of Medford hospitality, the following resolutions were passed:

"Whereas, The Oregon Parent-Teacher Association has endorsed the establishment of scholarship loan funds for school pupils;

"Be it resolved, That we reaffirm our endorsement and recommend to the various Parent-Teacher organizations of Oregon that they establish scholarship loan funds in order to give equal educational opportunity to all our school pupils.

"Resolved, That we express our hearty approval of the splendid service in industrial work of the Near East Relief in behalf of the multitude of Armenian and other orphan children in the Bible lands.

"Resolved, That we reaffirm our endorsement of free textbooks for public schools, and that such textbooks be uniform throughout the State of Oregon, including cities and districts of the first class.

"Resolved, That we reaffirm our protest against the admission of undesirable and questionable amusements at state, county and district fairs, as the impressions and influences of such amusements on our children are detrimental to their moral welfare.

"Resolved, That this body co-operate with the federated clubs in the application of Orchild's law for the education of crippled children.

"Resolved, That each individual Parent-Teacher Circle be urged during the next year to study the recreation problems, and where deemed necessary and advisable to either initiate itself or co-operate with other organizations in support of movements tending to secure such facilities as may be needed.

"Be it further resolved, That the state president be empowered to appoint a community recreation committee, the duty of which shall be to foster the work, and that the presidents of all councils and circles be urged to appoint similar committees to function in their respective communities.

"Be it resolved, That we endorse the work of the National Moving Picture League, and co-operate with them in approving films of unquestioned merit.

"Resolved, That we urge the development of county organizations for child welfare.

"Resolved, That in filming classic literature we protest its distortion for commercial purposes, and ask producers in the future to adhere to the theme spirit and purpose of the stories.

"Resolved, That a Committee be appointed to investigate the advisability of protective legislation on a county basis.

"Resolved, That we work for the elimination of unwholesome magazines from our news stands and all objectionable features from pool rooms, dance halls, and all other commercial amusements.

"Resolved, That an educational exhibit, including literature of information and value for Parent-Teacher work be prepared under the supervision of chairman of department of literature for state conventions of Parent-Teacher Associations."

PENNSYLVANIA

TWENTY-FOURTH ANNUAL CONVENTION, FRANKLIN,
OCTOBER 23-26

An enthusiastic and earnest welcome from city and state officials warmed the hearts of those who gathered from all parts of Pennsylvania to consider and promote better opportunities for all the children of Pennsylvania.

The large and beautiful high school was the scene of the opening and evening meetings. Music was given by school orchestras and local talent.

In response to the greetings, Mrs. Kiernan, state president, cited as an indication of the state-wide interest that in less than two months inquiries had come to her from widely scattered points. Several district organizations were formed and others contemplated.

Dr. J. George Becht, State Superintendent of Schools, who has been identified with the Pennsylvania Congress of Mothers since its organization, and whose practical talks on Child Study have helped so many parents, delighted a large audience by revealing child nature in a way that would give parents a clearer insight and understanding of their children. Better parents would result from sympathetic knowledge of the characteristics of youth.

Dr. John Thomas, president of State College, was the speaker on another evening, and gave an interesting review of the changing world and the necessity of adapting education to new conditions.

Rev. R. S. Caldwell, lecturer in Department of Public Health, Harrisburg, spoke of his talks to thousands of school boys to inspire them with pure ideals of sex and to giving them right knowledge. That this service was of greatest value and was presented in the finest way, was the unanimous opinion of the members of the Congress. It was voted that a letter asking that this service be continued be sent to the Governor.

Notable entertainments included a banquet to delegates and members, which was largely attended, and a motor trip to Polk, where the State Institution for Feeble-minded is located.

Special mention should be given to a charming and exquisitely rendered musical Mother Goose play given by primary pupils from Second Ward School under the leadership of Miss Ruth Brady, a teacher in the school and author of the play.

* * *

Erie wins prize for banner associations for 1923, offered for the greatest increase in membership. It was won by the Lincoln School of Erie, which showed an increase of 1427 per cent.

Mrs. E. H. Kiernan was re-elected president for a term of three years.

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RESOLUTIONS ADOPTED

Endorsement of kindergarten system and pledge work for mandatory kindergarten legislation, that as soon as possible provision may be made for all the 39,800 children of kindergarten age. At present only 5 per cent have the opportunity to attend kindergartens in public schools. A vote of thanks was given to the National Kindergarten Association in providing free literature on kindergartens and other valuable co-operation.

SEX EDUCATION

Urging that no curtailment be made in the number of lecturers on this subject sent out under

the auspices of the Department of Health of Pennsylvania, and ordering that a copy of this resolution be delivered to his Honor, the Governor of the Commonwealth.

PRESERVATION OF HOME LIFE

Whereas, The preservation and protection of home life are menaced by the growing tendency on the part of Sunday Schools, churches, Christian Endeavors, Epworth Leagues, Y. W. and Y. M. C. A.'s to provide entertainment which attracts our boys and girls away from our homes sometimes seven nights in the week;

Be it resolved, That our local associations protest to such organizations against this constant drawing of our children away from their homes, and request that when such entertainments are held they will be confined to Friday nights.

COUNTY LIBRARY SYSTEM

Endorsing the County Library System as the solution of the library problem for county districts, and urging the extension in all sections of the state.

FILMS

Protesting against the filming of books that are now allowed in general circulation in the public libraries.

BOND ISSUE FOR GOOD ROADS

Endorsing the second state road bond issue of fifty million dollars as a necessity for centralizing schools to get the best educational results.

JUVENILE COURTS

Whereas, The Pennsylvania Congress of Mothers and Parent-Teacher Associations in its experience and work for the welfare of the children of our state, deems it advisable that as soon as possible juvenile courts be independent and separate from other courts, and that judges shall be chosen who are specially qualified for that particular work, and who would devote their entire time to it;

Be it resolved, That we endorse and support the movement to secure such legislation as will establish a distinct Children's Court with jurisdiction over all cases of children.

INDIAN RIGHTS

Recommending to our members study of present conditions among the Indians and co-operation in the movement to secure for the first native Americans the rights of citizenship of sending their children to public schools and freedom of religion, pledging co-operation to Congressman Clyde Kelley in his effort to secure these rights in Congress. Pledging united influence toward a successful plan to insure world peace.

Pledging co-operation to the Governor in his program of reforestation and beautifying the landscape by the planting of trees and shrubbery.

TRAINED TEACHERS IN RURAL SCHOOLS

Strongly recommending that the teacher-training schools of the state provide courses of study specially to fit teachers to teach in the rural schools, and that the influence of this organization be used in making the rural school attractive to better trained teacher. Urging the appointment of a special commission of tax experts by the Governor to make a study of the enactment of legislation which will systematize the tax laws of our Commonwealth, make the taxes more equitably levied and based upon the ability to pay.

WASHINGTON

Mrs. Victor H. Malstrom, president of the Washington State Branch, in her message in the December number of the "Washington Parent-Teacher" said: "The Parent-Teacher Association with other organizations and individuals is facing the problem of World Peace. We have a great contribution to make to World Peace. We number many thousands in the state of Washington. As a group formed for the future as well as the present health, happiness and usefulness of our children, should we not realize that improvement in national life calls for proportional improvement in international relations? We dedicate the December 'Washington Parent-Teacher' to World Peace, assured that with education and training for peace and with machinery established to maintain peace it can be brought about." The inspirational cover design in keeping with the general theme, depicts the Parent-Teacher Association represented by a woman, bearing a flaming sword, standing between the dark monster Militarism and a group of tiny trusting children.

Tacoma Council directs all efforts along uniform lines as far as possible. The committees for the Boys' and Girls' Parental schools arranged the regular Christmas program which included trees, gifts and delightful programs to which the children contributed numbers.

An observance of World Court Week was held in which patriotic and civic organization of the city were asked to join. World conditions were set forth in this public rally. The importance of a peace program establishing international understanding and good will was stressed.

Tacoma Council assisted materially in the recent school bond issue, when \$2,400,000 was voted for Junior High Schools, besides organizing volunteer election boards in nearly every precinct.

Resolutions adopted by the King County Division at the fall meeting form a splendid working basis for a year's child welfare work. The organization went on record as opposing the laxity of law enforcement regarding punch-boards and games of chance operated in stores frequented by children; will urge the restoration to its former efficiency the public health nursing service; that county commissioners be requested to refuse licenses to road houses and dance halls within the bounds of any school district in the county where a majority of the voters oppose such an establishment; condemn the present high price of sugar. Presidents and vice-presidents of associations affiliated with the division are finding the monthly conferences of inestimable value. Parliamentary law is taken up and a speaker on some vital subject enjoyed.

Since the object of a council is to further the purposes and unify the efforts of the affiliated groups, Tacoma Council of Pre-School Circles operates with that aim pre-eminent. Last summer a list of local speakers was prepared for each pre-school president together with the subjects on which they would speak. This, supplemented by material from the state loan paper department, has proven most helpful. The council has followed no definitely arranged program this year, choosing rather to take up live issues. The annual luncheon, which is one of the handsomest affairs of the year, will be featured this year on Founders' Day, February 17th. The annual "Frolic" was held this

summer as usual in Wright Park, between five and six hundred children participating. A delightful program of games and music was enjoyed and gay balloons given to each child as a souvenir of the occasion.

The report of the Seattle Council embodies particularly the plans of its standing committees, each of which will in turn be responsible for a council program which may be duplicated in the associations. High school representatives will also have the entire program for one meeting. An effort will be made through the council to educate all students to the importance of the conservation of buildings, furniture, and all school materials.

The legislative committee will stress the importance of a meeting given to legislation in each organization. The lecture bureau and program committee will act in an advisory capacity or will supply a list of speakers on any subject bearing upon child welfare. Hygiene committee will stress health, will make a survey of schools for present conditions, hoping to establish weighing and measuring systems, will fight the cigarette and narcotic evil. School board committee will co-operate with the local board in all possible ways, reporting back to associations. Education committee will encourage a greater knowledge on all subjects beneficial to the child and its parent. Publicity committee will stress the importance of an active publicity member in each organization. Recreation committee will advocate wholesome play and in addition will promote the "Safety First" campaign to obviate accidents. Motion picture committee will review pictures and compile statistics of all films endorsed by the National Picture League and other reviewing boards, such material to be available to all associations.

The president of the Pierce County Division reports twenty-nine affiliated associations, eight having been organized this fall. Americanization is one of the predominant features of work undertaken, which is closely followed by the movement for a re-establishment of a County Extension Department so necessary in the boys' and girls' clubs in rural communities. Results and special interests in individual associations include school libraries, and the use of the state traveling library, hot lunches and milk in nearly all schools, curtains for school windows, gym suits, Girl Reserve and Boy and Girl Scout Suits, athletic equipment, first-aid kits, electric and other lights for buildings, stages and rest-room furnishings. The Parent-Teacher Association was given a place on the County Teachers' Institute program this year. A commodious booth at the Puyallup Fair was managed this year by the county division with a committee in charge all week distributing our literature and generally extending our work.

A practical plan for a year's intensive work has been received from the Clallam County Division head: A parent-teacher association in every district, a young people's department in rural associations to supply wholesome amusements, pre-school extension, every patron a parent-teacher or pre-school member, and a more comprehensive study of child welfare legislation and parliamentary usage. An unusual feature inaugurated which should prove applicable and valuable to many associations is a "Grade Mother" in all schools of more than one teacher. A grade mother's duties are varied and many and all-important: She plans nutrition work where needed, supervises the issuing of in-

visitations to association meetings to all of the district, organizes committees to visit the sick, ascertaining if medicine, food or clothing is needed by mother or child, assists with the nursery in connection with the regular association meetings.

Many of the rural associations in the Thurston County Division continued without pause all during the summer. Every group is functioning actively this fall, each responding to the need of its individual community. Nutrition is, however, being stressed by nearly all. The assistance of the county demonstration agent and the county nurse is particularly appreciated.

WISCONSIN

A summing up of reports at the Annual Convention in Janesville, shows distinct accomplishments.

Three community gatherings promoted better understanding between home and school, worked to secure probation officers, health clinics and safety measures.

Provided rest rooms, pictures, victrolas, pianos, playground equipment and reference books.

Installed hot lunches, provided clothing and shoes for needy children and mothers.

Contributed Thanksgiving and Christmas baskets to families of the community.

Aided in the passing and retaining of laws for the betterment of conditions among children.

Brought experts in many lines of work for free lectures for parents.

Worked for adequate pay for teachers, proper school housing facilities, and a keener interest on the part of citizens toward Child Welfare.

Noteworthy work has been done for better movies, citizenship, good roads program, consolidation anti-tuberculosis measures, Boy and Girl Scouts, Art, Home Economics, Good Books, School Bond issues.

Our organizations have been clearing houses for civic instruction along many lines.

At the Parent-Teacher section of the November meeting of the Wisconsin Teachers' Association meeting, at Madison, these two subjects were discussed:

"The Loves and Fears of Little Children"; "The Parent-Teacher Association from the Teacher's Standpoint," Superintendent L. O. Holt, Janesville.

This is one of the largest sections of the W. T. A.

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There are two outstanding points worthy of serious consideration in the "Wisconsin Program of Education."

I. A state public school fund of ten million dollars so distributed that each community can furnish with this state aid adequate educational facilities for its children.

II. A teacher within minimum academic and professional education of two years beyond high school graduation for every elementary classroom.

The pith of the newly enacted physical education Law is Section 3-a: "The School Board or Board of Education in each school district shall make provision for the instruction and training of all pupils under its jurisdiction in Physical Education."

BOOK NOTES

The Macmillan Company, New York City, has just issued a book by M. E. Moore, Superintendent of Schools, Beaumont, Texas, "Parent, Teacher and School." One entire chapter is devoted to "The Parent-Teacher Association," and though some of the dates are not correct, the material is interesting.

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The Houghton Mifflin Company have again issued "What Men Live By," by Richard C. Cabot, Professor of Medicine and Professor of Social Ethics, Howard University. The first part of the book deals with work, the second part with play, the third with love and the fourth with worship. This book will prove a real inspiration to all who read it.

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A book that makes one wish to be young again is "New Plays from Old Tales," by Harriet Sabra Wright, and illustrated by Leon D'Emo. The Macmillan Company, New York City, is the publisher. Price, \$1.75.

Some of the "Tales" dramatized are "Aucassin and Nicolette," "The Princess Who Hid Her Shoes," "Pilgrim's Progress," Poe's "Three Sundays in a Week" and Hawthorne's "Feathertop." All of the plays have been acted successfully and they are arranged for the simplest possible production. The speeches follow very closely the original text or the authentic translation. Schools, settlements, clubs, or parent-teacher associations, or other amateur groups will be learning English of the best tradition while they practice these plays.

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Another book for parents of children of pre-school age, by a well-known writer, is "Parents and Sex Education" by Benjamin C. Gruenberg. It is published by the American Social Hygiene Association, Inc., 370 Seventh Avenue, New York City. This is a book every parent should study carefully, and then act upon the advice given.

THE DEBT ETERNAL

BY DR. JOHN H. FINLEY

For the especial attention and use of Parent-Teacher Associations in Churches. Co-operation; How, When and Where Is It Needed? By everybody, everywhere, all the time! To Childhood and Youth, the subject and object of so much individual and collective effort, is Maturity eternally indebted, hence the "Debt Eternal." This book, which is to be used as a text book throughout the country this winter, marks a step toward this co-operation between the Home, the School and the Church, which will make the circle of our interests nearly complete.

Under the subjects covered, The Child at Home, Child Health, Play and Recreation, Child Labor, the Child and the School, the Child in Need of Special Care, the Child in the Church, we learn of objectives reached, plans on hand and hopes to follow; the difference between Child Labor and Child Work, the responsibility of the home and the field outside the home to which our interest in children should carry us.

In many ways parents and teachers will find this book a source of real help, for reference, and for the possibilities of development of the subjects covered, by communication with the many agencies named in it and often brought forward by this magazine.—7.